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ABSTRACT

The immediate purpose of the 1972 Adult Basic Education Institute, a Teachers of English to Speakers of Other Language project, at the University of Wisconsin-Milwaukee was the training or retraining of teachers in English as a second dialect or English as a foreign language to inner-city adults with an educational equivalency of eighth grade or less. The institute involved 48 participants in a program of teacher training and supervision to sensitize them to the linguistic factors as well as the social conditions which make up their teaching environments. Teachers and supervisors were grouped according to one of three interrelated areas: English as second dialect (black), English as a second dialect (Spanish), or English as a foreign language. The instructional program included microteaching experiences devoted to refinement of technical skills, lecture-practicum sessions providing linguistic/cultural/historical background, and workshops to expand curriculum materials and projects. The 75-page appendix is made up of dissemination, follow-up, publicity, participant, and exhibit information. Follow-up questionnaires rated workshops and microteaching as highest aspects of the program. An outline summary of interviews and follow-up visits is included to show leadership development and the implementation of institute training, ideas, and materials. (EA)

ED 090416

FINAL REPORT

INSTITUTES IN ADULT BASIC EDUCATION: A MODEL PROGRAM

(A TESOL PROJECT)

1972

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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SCHOOL OF EDUCATION
THE UNIVERSITY OF WISCONSIN-
MILWAUKEE

CE001491

FINAL REPORT

INSTITUTE IN ADULT BASIC EDUCATION: A MODEL PROGRAM 1972

One three week Institute for Training Experienced Teachers to Teach Standard English to Adults with an Education Equivalency of Eighth Grade or Less.

(A TESOL Project)

Project Number: V223009

Contract Number: OEG-0-72-2472

School of Education
The University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53211

PROFESSOR DIANA E. BARTLEY, Project Director
The University of Wisconsin-Milwaukee

The research reported herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinion stated do not, therefore, necessarly represent official policy of the United States Office of Education nor endorsement of this report in total or in part.

Submitted to U. S. Department of Health, Education and Welfare.

Office of Education
Adult Education Branch

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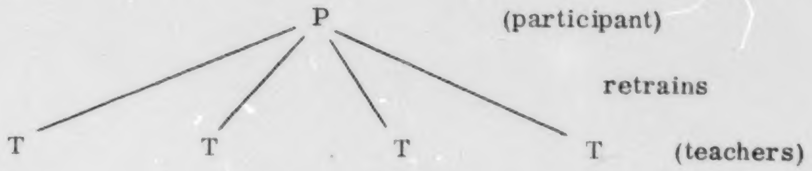
I. INTRODUCTION

The need for training or retraining teachers in English as a Second Dialect or English as a Second Language in the area of Adult Basic Education is incorporated into the urban mission of the School of Education of the University of Wisconsin-Milwaukee. For this reason, the 1972 Institute, which encompassed many of the goals of urban education, was operated successfully in the School of Education. The Institute was characterized by lecture-practicum sessions and workshops, both of which were directly linked to the microteaching sessions. The lecture-practicum sessions integrated linguistic, cultural and social factors and were intended to be the means of encouraging awareness of the complexity of the social conditions related to the linguistic environment of the individual participant's particular teaching situation.

The 1972 Summer Microteaching Institute which had as its basis the microteaching sessions concentrated on the retraining of teachers in English as a Second Dialect and English as a Foreign Language in the area of Adult Basic Education. The sessions were centered on microteaching procedures and incorporated the skills of supervision presently being refined at the University of Wisconsin-Milwaukee, School of Education. The teachers of Adult Basic Education were trained in the technical skills of supervision. The teachers and supervisors were grouped according to one of three interrelated areas: English as a Second Dialect (Black), English as a Second Dialect (Spanish) and English as a Foreign Language.

The participants attending the Institute numbered 48, all of whom were teachers of ABE trained in the technical skills of teaching. They were also trained to return to their home programs, that is, their home teaching situations, to retrain their colleagues. The rationale for retraining was to affect those many teachers who were not able to attend the Institute. Over 200 applications were received for the 48 places available. The retraining model incorporated as a result of the Institute could be illustrated as follows:



The _immediate_ purpose of the Institute therefore can be stated as the training or retraining of teachers in English as a Second Dialect or English as a Foreign Language to adults with an educational equivalency of eighth grade or less. The _ultimate_ goal is the creation of an awareness of the factors related to the social conditions of a changing environment characteristic of this particular type of teaching situation and intrinsically related to the linguistic factors involved in the teaching setting.

To fulfill these purposes and to attempt to satisfy individual needs, the participants of the 1972 Summer Institute were divided into the three above mentioned interrelated linguistic areas: Section 1, concentrated on Standard English Dialect for adult speakers of non-standard English, primarily Black non-standard; Section 2, dealt with standard English dialect for adult speakers of non-standard English, primarily stemming from a Spanish language background; Section 3, considered English as a Second Language teaching techniques for teachers of Multi-Ethnic language background classes. The lecture-practicum sessions were meant to impart and provide background in the linguistic, cultural and historical areas; the workshops were characterized by a discussion of curricular problems and the writing of original curriculum materials under the direction of the workshop teachers. The work accomplished in these sessions was directly linked to the microteaching program.

The detailed curricular activities of the participants are included in the bulk of this Final Report.

The University of Wisconsin-Milwaukee granted to participants 1) three hours of credit in Curriculum and Instruction 279 (Principles and Methods of Teaching English as a Foreign Language) if the participants were undergraduate or 2) three hours of credit in Curriculum and Instruction 779 (Advanced Problems in the Teaching of Foreign Languages) if the participants were graduate students. Certificates signed by the Project Director, Dr. Diana E. Bartley and the Dean of the School of Education of the University of Wisconsin-Milwaukee, Dean Richard H. Davis, were awarded on the last day of the Institute. (cf. Appendix 5, Exhibits 4 and 5)

Diana E. Bartley
Project Director
Adult Basic Education Institute, 1972

II. ABSTRACT

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
BUDGET BUREAU NO. 51-R0782

TEACHER TRAINING PROJECT
Adult Education Act of 1966, Section 309(c), Title III, P.L. 89-750
PROPOSAL ABSTRACT

DATE PREPARED

1. FULL TITLE OF PROJECT *(Title should not exceed 100 typewritten characters)*
TESOL Institute and Workshop in Adult Basic Education for Training Experienced Teachers to Teach Standard English to Adults with an Education Equivalency of Eighth Grade or Less.

2. NAME OF APPLICANT
The Regents of the University of Wisconsin, University of Wisconsin-Milwaukee

ADDRESS *(Number, street, city, county, State, ZIP code)*
School of Education, Enderis Hall, room 321-323
University of Wisconsin-Milwaukee, Milwaukee, Wisconsin 53211

CONGRESSIONAL DISTRICT
5

NAME OF PROJECT DIRECTOR
Dr. Diana E. Bartley

4. DURATION OF PROJECT	5. NUMBER OF MONTHS	WEEKS	DAYS	6. TYPE OF PERSONNEL TRAINING OFFERED
FROM June 1, 1972	10			Training of Teacher Trainers
TO May 31, 1973				7. NUMBER OF PARTICIPANTS 48

8. Provide a single spaced statement *(not to exceed 250 words, and not to exceed remaining space on this page)* summarizing the proposed project and its rationale, its special or unique feature, and the reasons why it is worthy of support.

A three-week Institute trained a total of 48 teachers. The 48 participants were trained in (1) innovative teaching methods through the use of microteaching procedures and active participation in microteaching and (2) the rationale and application of these through the system of workshops and (3) the cultural and linguistic background of standard English and non-standard dialects through the seminar established for this purpose. The ABE teachers were specifically afforded the opportunity to be trained in the use of the technical skills of supervision as applied to standard English and non-standard dialects in addition to the three above mentioned areas in which the teachers are trained. The teachers and those with supervisory experience to be brought to the Institute are all involved in teaching standard English as a Second Dialect or English as a Foreign Language to inner-city adults who have not reached an educational equivalency beyond the eighth grade. These inner-city adults may speak foreign languages or a non-standard dialect of English, by virtue of which they are socially stimatized or educationally restricted from social integration with the mainstream processes of American urban life. It is logical to propose that the first step toward social and economic betterment for these adults lies in their acquiring some functional control of standard English, both spoken and written. The acquisition of standard English constitutes the minimum means for self-improvement and ultimate release from their present excessive socio-economic constraints. The large number of functional illiterates and the small number of teachers make it imperative that teachers experienced in other areas be offered the opportunity of gaining an insight into the problem. They must also be given well directed and specialized training, such as that which is herein proposed, in order to direct their efforts as teachers of English and related skills in Adult Basic Education Programs.

Teachers who have reached the supervisory level by virtue of their teaching experience need training in the area of supervision so that they may be equipped to communicate their experience to the less experienced whom they are recruiting into Adult Basic Education in the field of English as a Second Language/English as a Second Dialect. These teacher-supervisors will also be offered the opportunity of attending classes in their specialized area: English as a Second Dialect-Black, English as a Second Dialect-Spanish, or English as a Foreign Language. The proposed Institute will train teacher-supervisors in the technical skills of teaching and supervision, respectively, in addition to offering seminars and workshops to each group in his particular language area. The teacher-supervisor organization with respect to the microteaching experiences will permit the refinement of the technical skills as related to TESOL teaching methods while the seminar-workshop will offer the opportunity of expanding the refining on-going materials and curriculum projects. This organizational structure will make possible the local assessment of nationwide thought and practice in the field of Adult Basic Education.

In conclusion, the program of study for the 1972 Summer Institute in ABE-TESOL by the School of Education for the University of Wisconsin-Milwaukee brought together a group of nationally known linguists and procedures. The proposed program is unique in design and a first in the academic world of teacher training in TESOL. The avoidance of duplication, the pooling of resources and the full use of staff skill, however, makes such an arrangement both academically productive and economically sound.

The proposed program continued last year's seminars in applied linguistics and history and culture. The excellent response to these, as well as the request for separating these into small groups according to language teaching area, has been considered and has justified the division of participants according to language teaching area. (see Introduction.)

III. PURPOSE AND GOALS OF PROJECT

i) The purpose of the Institute was to improve the expertise and professionalism of experienced teachers, who have administrative and/or supervisory responsibility of standard English and functional literacy to adults who are speakers of other than standard English and who have an educational equivalency of eighth grade or less. This training, coupled with their own experience as professional teachers, was intended to orient the participants toward initiating or improving on-going ABE programs in various community centers designed to impart basic functional linguistic ability in standard English and in all four language skills to adults who are otherwise unable to function at a minimal social level beyond the confines of either their families or their indigenous social, linguistic and cultural level.

Therefore, the prime purpose of the Institute was to develop leadership and up-date expertise among experienced teachers and supervisors in ABE. To this end, leadership training and flexibility based on applied cultural and linguistic concepts was emphasized in addition to teacher training through Microteaching.

The microteaching experience was intended to be complemented and fertilized by reference to the resources and activities conducted in the seminars and workshops. Some current postulates on methods, materials and curricula were subjected to scrutiny, in an attempt to discriminate more sharply than hitherto between the appropriate and the inappropriate ones.

It was assumed that these purposes could be achieved by providing training to selected individuals who are currently or shall imminently be involved in ABE programs. Two further subsets were discovered in this population: a) those, constituting the majority, whose exclusive or predominant commitment is to teaching of ABE courses; and b) those few, who, while they are probably yet experience and proven qualities of leadership, must be viewed as actual or incumbent supervisors of ABE programs.

ii) It is naturally impossible to reach an acceptable global definition of what constitutes ABE teacher or supervisor training. Yet the Institute Directors felt compelled to establish criteria to determine the Institute's success in realizing its training objective. Therefore it was decided that for our purposes, the classification "trained" should apply to those participants who had been exposed to instructional components constituting the Institute curriculum. (cf. the sections on Curriculum and Evaluation in VI. Implementation Nos. 1 and 8.)

Consequently, it was decided that the 48 teachers should be trained in:

1. Innovative teaching methods through the use of microteaching procedures.
2. The rationale and application of these through the system of workshops.
3. The cultural, historical and linguistic backgrounds demarcating standard English from various non-standard approximations thereof, by means of special seminars constituted aptly.

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IV. IMPLEMENTATION Nos. 1-6

IV. 1. VENUE

The Institute was held from July 31 thru August 18, 1972 and was divided into three (3) subsections as follows:

A. With special reference to ABE programs dealing with the adult whose primary linguistic repertoire is a nonstandard dialect of English. Principally American Blacks, but also applicable to other nonstandard dialect speakers e.g. Appalachian whites. Hereafter: 'ESD-Black'.

B. With special reference to ABE programs dealing with the Spanish-speaking adult (Mexican-Americans, Puerto Rican, Cubans, etc.). Hereafter: 'ESD-Spanish'.

C. With reference to the special problems of ABE programs dealing with classes of adults with mixed language backgrounds. Hereafter: 'ESL-Heterogeneous'.

IV. 2. RECRUITMENT

The 48 participants for the Institute were chosen from the entire United States. State Directors of Adult Basic Education were requested to designate those in their respective states who were recommended to participate. In addition, brochures were circulated by direct mail to Regional and State Directors of ABE and key personnel in educational systems to encourage individual applications (see following sample of 'flyer'). Telephone contact was also made with more than half of the State Directors and Regional Program Officers.

IV. 3. FLYER

SUMMER INSTITUTE - ADULT BASIC EDUCATION: TESOL

The School of Education of the University of Wisconsin-Milwaukee will sponsor one three-week Institute in English as a Second Dialect and Foreign Language in Adult Basic Education.

The basic aim of the Institute is to train experienced teachers of adults who have the equivalent of 8th grade education or less and who are native speakers of non-standard English or a foreign language. These experienced teachers should be in a supervisory or leadership position in order that they might help to train other teachers as a result of their attendance at the Institute.

Institute dates: July 31 - August 18, 1972

Description: The Institute will be divided into three sections of 16 participants.

Section I Standard English as an alternate dialect for speakers of nonstandard, particularly Black nonstandard English.
Section II English as a second dialect and language for Spanish speakers.
Section III English as a second language for heterogeneous language background groups, primarily urban.

The Program: The sections will meet according to their respective fields. Seminars will be held in applied linguistics and language learning and in the culture of the adult learner. Workshops conducted by nationally known professors will be conducted in each of the three fields in order to afford every participant the opportunity of developing curriculum materials.

Microteaching: Each group will partake in a four day microteaching session. Each participant will be trained to teach and will be trained to teach other teachers through the use of in-circuit television. Technical skills of teaching will be emphasized. Supervisory techniques will also be considered.

Conferences: Consultants in various fields will be offering seminars on a variety of subjects related to Adult Basic Education, to English as a Second Language and English as a Second Dialect and related areas such as social welfare, medical resources and legal resources available to the adult learner. Participants will be given ample opportunity to speak individually with the Consultants.

Criteria for Selection:

1. Recommendation (emphasizing need of services) by state or local Adult Basic Education supervisor.

2. Evidence of work experience as administrator, supervisor, trainer or leader in an ABE language course.

3. Other relevant teacher-training experience (e.g. inner-city schools).

4. Applicants to Section I and II who have some proficiency in Black nonstandard and Spanish respectively will be preferred: such competence is not, however, a requirement.

5. Relevant formal education will be considered, but is not a pre-requisite for application.

6. Teacher participants who have not participated previously in summer Institutes will be given preference.

7. Students who have received a grade of 'C' or below at the previous UWM Institutes will not be eligible for admission.

Stipends of $75.00 per week and $15.00 per dependent (limit to 2 dependents) per week will be granted. Round trip travel (economy air fare) is available; however, participants will pay for room and board. University facilities are available.

Three (3) semester credits, graduate and undergraduate, are available to participants who complete the Institute or Workshop Programs. Graduate credit can be granted only to persons currently enrolled as graduate students.

April 10: Deadline for applications
April 15: Notification of acceptance into Institute
April 25: Participants must accept or reject acceptance on or before this date

Send all applications and requests for further information to:

Dr. Diana E. Bartley, Director
ABE-TESOL Institute
School of Education
Enderis Hall, room 321-323
The University of Wisconsin
Milwaukee, Wisconsin 53211

Telephone: (414) 963-5385
963-5386

ABE-TESOL INSTITUTE
FACULTY

Diana E. Bartley, Ph.D. (Stanford), Director, ABE-TESOL Institute
Joseph Carpenter, Jr., Ph.D. (Marquette), Assistant Professor, Carthage College
Richard Cummings, Ph.D. (Stanford), Associate Professor, University of Wisconsin-Milwaukee
Robert J. Di Pietro, Ph.D. (Cornell), Professor, Georgetown University
Jacinto Jenkins, Ph.D. (Stanford), Associate Professor, California State University-Sacramento
Joyce Zuck, Ph.D. (cand.)(Michigan), Lecturer, University of Michigan-Ann Arbor
Louis Zuck, Ph.D. (Michigan), Assistant Professor, University of Michigan-Ann Arbor
Walter Zwirner, Ph.D. (Stanford), Evaluation, Associate Professor, University of Calgary, Alberta, Canada

CONSULTANTS

Elaine Bartel, Ph.D. (UW-Madison), Consultant - Individualized Instruction
Gordon F. Burgess, M.D. (Marquette), Consultant - Medical Resources for the adult student

P. Frederick Delliquadri, Dean (School of Social Welfare, UWM), Consultant - Social Welfare Resources for the adult student

Robert H. Friebert, Atty. (Samson, Friebert, Sutton & Finerty), Consultant - Legal Resources for the adult student

Charlotte Martin, State Supervisor AVE, Consultant - The ABE Program in Wisconsin

STAFF

Mary Louise Hammersmith, B.S. (University of Wisconsin-Madison)
Susan Sazama, B.A. (cand.) (University of Wisconsin-Milwaukee
Margaret Stanley, 1 yr. (Bryant & Stratton Business College)
Lorenzo Tovar, B.A. (cand.) (University of Wisconsin-Milwaukee)

APPLICATION FORM

ABE-TESOL INSTITUTE

NAME: ________________________________ (Please print or type)

Application for Institute
Section I ________
Section 2 ________
Section 3 ________

Home Address: ____________________ Phone No. Home: ________

____________________ Phone No. Office: ________

____________________ Soc. Sec. No: ________

Date of Birth: ________ Sex: ________ No. of Dependents: ________

I am interested in University credit. Yes ____ No ____

I am interested in undergraduate credit. Yes ____ No ____

I am interested in graduate credit and am currently a graduate student in good standing at ________________________

Have you previously attended an ABE-TESOL Institute at the University of Wisconsin-Milwaukee? Yes ____ No ____ If yes, when? ____________

Other than an ABE-TESOL Institute, have you attended the Univ. of Wis.? ________
Dates of attendance: from ____________ to ____________
My last semester of enrollment at UW-M was ________________

Are you a resident of the State of Wisconsin? Yes _____ No _____

I certify that I am currently employed (or will be employed this fall) as an ESL-ABE supervisor or in a leadership position.

Place of work: ____

Hours per week: __________

The majority of my students are native speakers of a foreign language: (which one?) ________________________ A nonstandard dialect: ________________________

In which educational program did you (do you) participate in your community? ______ ____

University Education. Yes _____ No _____

Highest degree: ________________________

Please enclose or have sent under separate cover any recommendations or evidence of experience which may help guide us in our selecting.

____

(your signature)

IV. 4. CRITERIA FOR SELECTION

Participants were selected with reference to the following criteria:

1. Recommendation (emphasizing need of services) by state or local ABE supervisor. No one who had attended a previous ABE-TESOL Institute was eligible.

2. Evidence of work experience as administrator, supervisor, trainer, teacher or paraprofessional aid in an ABE language course.

3. Other relevant teacher or teacher-training experience (e.g. inner-city schools).

4. Although such competence was not a requirement, its applicants with some active command of Black nonstandard English or of Spanish were preferred for allocation to Groups ESD-Black and ESD-Spanish respectively.

5. Relevant formal education was considered in the selection of participants.

IV. 5. PARTICIPANTS (see also Appendix 4)

Balistreri, Lorraine
Brattin, Terence
Burns, Jo Ellen
Casey, Rosemary
Channell, Anne
Cohen, Amy
Corrao, Linda C.
Covel, Robert C.
Cracchiola, Florence
Cruz, Ralph A.
D'Aliberti, Alfred
Durbin, Margaret
Fenton, Helen M.
Figueroa, Gregoria
Fiskum, Yvonne
Khoshkbariie, Gail
Kluwin, Mary B.
Lacey, Carl E.
Leen, Madonna M.
Lockard, Carol
Lui, Olivia
Managiello, Richard
Mar, Ida Sue
Martin, Jean F.
Martinez, Eloy W.
McEvilly, John
Mildenberger, Sr. Elizabeth
Montoto, Gregorio
Muckerheide, Sr. Joan
Nagaishi, William M.
Nussbaum, Mary
O'Connell, John B.
Orton, Vera M.
Parent, James
Ptacek, Mary
Rocha, Grace V.
Rooney, Bertie B.
Saavedra, Joseph, Jr.
Schaefer, Vera L.
Shaw, Muriel
Shevach, Annie
Stokes, Cleve
Torea, Fidel
Vargeson, Mary
Vela, Betty
Vergara, Mario R.
Villa, Hector E.
Williams, C. Bernice

IV. 6. CREDIT AND CERTIFICATES

Credit: It was anticipated that participants in the Institute would show some interest in graduate credit. Therefore their individual records were judged by the standards of the Graduate School as which credit was solicited. Some of the courses were designed in anticipation of granting guest certificates to apply as graduate work elsehwere. They received temporary graduate status at the University of Wisconsin-Milwaukee.

Certification: At the end of each Institute each participant, subject to satisfactory recommendation of the faculty, which considered attendance and performance, was awarded a certificate stipulating that he had successfully completed the course of study. (See Appendix 4, exhibits # 4 and 5.)

Stipends: In accordance with Section 1. A. 1. a. and b. of the Policies and Procedures for the Preparation of Proposals and Operation of Projects under Title III, Section 309 of the Adult Education Act, Public Law 91-230.

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V. FACULTY AND CONSULTANTS

LISTS AND VITAE

V. FACULTY AND CONSULTANTS

Full-time faculty and consultancy personnel were enlisted on the basis of proven expertise in the curricular areas outlined above and the relevance of their special expertise to problems of Adult Basic Education. In fact, a faculty of international repute was assembled at the University of Wisconsin-Milwaukee for the purposes of the Institute:

A. FACULTY: (University affiliation, rank)

Professor Diana E. Bartley
Institute Director
Assistant Professor
Department of Curriculum and Instruction
School of Education
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53211

Professor Joseph P. Carpenter, Jr.
Director of Afro-American Affairs
Carthage College
Kenosha, Wisconsin 53140

Professor Richard L. Cummings
Associate Professor
Social and Philosophical Foundations of
Education
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53211

Professor Robert J. Di Pietro
Professor of Linguistics
Georgetown University
Washington, D. C. 20007

Professor Jacinto Jenkins
Associate Professor of Spanish
California State University at Sacramento
Sacramento, California 95811

Professor Joyce Zuck
Lecturer
English Language Institute
School of Education
University of Michigan-Ann Arbor
Ann Arbor, Michigan 48103

Professor Louis Zuck
Associate Professor, Linguistics
University of Michigan
Ann Arbor and Dearborn, Michigan

Professor Walter Zwirner
Associate Professor of Educational Psychology
University of Calgary
Alberta, Canada

B. STAFF:

Mr. Loren Clear
Videotape Operator
10062 Sunnycrest Drive
Mequon, Wisconsin 53092

Mrs. Jane Fons
Student Typist
3134 A South Herman
Milwaukee, Wisconsin 53207

Mr. Jack Genyo
Videotape Operator
1110 East Lyon Street
Milwaukee, Wisconsin 53202

Miss Mary Louise Hammersmith
Project Specialist for Evaluation
2755 North Stowell Avenue
Milwaukee, Wisconsin 53211

Mrs. Susan E. Sazama
Administrative Assistant and Microteaching Coordinator
3442 A North Newhall
Milwaukee, Wisconsin 53211

Miss Margaret Stanley
Secretary to Dr. Diana Bartley
2836 West Wells, Apt. 27
Milwaukee, Wisconsin 53208

Mr. Lorenzo Tovar
Administrative Assistant
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Milwaukee, Wisconsin 53212

C. CONSULTANTS

Professor Elaine Bartel
Assistant Professor
Department of Curriculum and Instruction
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53211

Dr. Gordon F. Burgess, M.D.
Chief Obstetrics and Gynecology
Columbia Hospital
Office - 425 East Wisconsin Avenue
Milwaukee, Wisconsin 53202

Dean P. Frederick Delliquadri
Dean, School of Social Welfare
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53211

Atty. Robert H. Friebert
Firm-Samson, Friebert, Sutton and Finerty
710 North Plankinton Avenue
Milwaukee, Wisconsin 53202

Professor Mary Lou Koran
Associate Professor
University of Florida
Gainesville, Florida 32601

Miss Charlotte Martin
Supervisor, Adult Basic Education
Board of Vocational, Technical and Adult
Education
137 East Wilson Street
Madison, Wisconsin 53703

Professor John Zahorik
Associate Professor
Department of Curriculum and Instruction
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53211

VITA Diana E. Bartley, Project Director

Assistant Professor, Department of Curriculum and Instruction,
School of Education, University of Wisconsin-Milwaukee

Education

B.A. Rosemont College; M.A. Middlebury College; A.M. Stanford University; Ph.D. Stanford University. Certificates in language proficiency from University of Fribourg, Switzerland (French) and University of Florence, Italy (Italian). Studies at Laral University, Quebec, Canada; University of Madrid, Spain; Fordham University, New York; University of Helsinki, Finland (Russian Languages Studies).

Fellowships and Awards

1) Work scholarship, Middlebury College, 1963
2) Third place, California State Competition for the Helen Haffernan Scholarship
3) Research Assistantship, Stanford Center for Research and Development in Teaching, June, 1966 - August, 1967
4) Research Assistantship renewed after 1967 - 1968 leave of absence
5) Awarded membership in Pi Lambda Theta, Honorary Women's Professional Association in Education, 1964
6) Sigma Delta Pi, honorary association in Spanish

Professional Experience

Instructor in English as a Foreign Language, Bi-National Center, Madrid, Spain, 1961-1962
Instructor, Foreign Language, Fairfield School District (secondary), 1963
Palo Alto Unified School District (secondary), 1964 - 1966
Instructor, University of Wisconsin-Milwaukee, 1969
Assistant Professor, University of Wisconsin-Milwaukee, 1970 - present
Director, Adult Basic Education Institute, University of Wisconsin-Milwaukee, Summers, 1970, 1971 and 1972

Publications

"To study some major variable which affect the willingness of teachers, principles and superintendents to participate in educational research and their attitudes towards educational research" in Social Psychology of Education: Study Proposals Submitted to N. L. Gage, complied by W. Gorth and G. Salomon, 1967 (with Maria Podlogar).

Practice-Centered Teacher Training: Spanish, Technical Report No. 2, Stanford, California: Stanford Center for Research and Development in Teaching, 1967, (with Robert L. Politzer), pp. 1-238; Revised edition, Center for Curriculum Development, to be published, 1971.

(Bartley Vita - continued)

"A Pilot Study of Aptitude and Attitude Factors in Language Dropout", California Journal of Educational Research, XX, (March, 1969), pp. 45-55.

"The Importance of the Attitude Factor in Foreign Language Dropout: A Preliminary Investigation of Group and Sex Differences", Foreign Language Annals, 3, No. 3 (March, 1970), pp. 383-93.

Practice-Centered Teacher Training: English as a Second Dialect, Philadelphia: Center for Curriculum Development.

Other articles published in professional journals: Final Report, Institutes in Adult Basic Education (A TESOL Project), School of Education, University of Wisconsin-Milwaukee, p. 65, 1970. Final Report, Institutes in Adult Basic Education (A TESOL Project), School of Education, University of Wisconsin-Milwaukee, p. 230, 1971.

Professional Organizations

Since 1968 Dr. Bartley has chaired seminars in the professional organizations at both the national and regional levels including the Research Seminar in Language Education, ACTFL Convention, 1970 in Los Angeles and the Seminar in Audio-Visuals in Teacher Preparation, New York, 1970 at the Modern Language Association, 1970. She will be one of the principal speakers at the SWEA Modern Language Section at the invitation of the association.

Research and Field Work

Dr. Bartley has been trained in research methodology in language education at the Standord Center for Research and Development in Teaching. Field work has been carried out in the school districts in linguistics of standard and nonstandard dialects and related psychology of language learning. Experimental studies in language learning have also been the result of this field work.

VITA Joseph P. Carpenter, Jr., Visiting Faculty

Assistant Professor, Social Science and Black Studies, Carthage College

Education

A. A. Milwaukee Technical College, 1961-63; B. A. Marquette University, 1965-67; Workshop 3 ad. hrs. Fisk University, Nashville, Tenn., Summer 1968 and 1969; Ph. D. Marquette University, 1967-70.

Academic and Professional Honors

Leadership Scholarship, 1965-67
N. D. E. A. Fellowship, 1967-70

Experience

Teaching: Assistant Professor of Social Science, Director of Afro-American Studies, Carthage College
Assistant Professor, Milwaukee Technical College

Previous Positions:
Visiting Professor of Black Heritage for Education, University of Wisconsin-Milwaukee
Assistant Professor of Social Studies and Early Childhood Education, Herbert H. Lehman College, Bronz, New York
Instructor, Marquette University, 1968-70.

Consultant: Director: Dr. Diana Bartley, Adult Basic Education-TESOL Institute, University of Wisconsin-Milwaukee

Research: Milwaukee's Kilbourntown Redevelopment Study of 1967

Other: Milwaukee's Northcott Youth Project, 1972 (Summer); Director Educational and Training - Services for Community Outreach Workers
Playground Director, teaching and counseling; Milwaukee School Board, 1967 (Summer)
Postal Clerk, distribution of mail; Milwaukee Post Office, 1961-67
Communication Center Specialist; teaching and operating of teletype; U. S. Air Force, 1955-60
Semi-pro baseball, athletic (infield); Aliceville All Stars

Publications or equivalents

The Leadership Philosophy of Dr. Martin Luther King, Jr.: Its Educational Implications, Milwaukee: Delux Printing Service, 1971.

(Carpenter Vita - continued)

The Black Experience, Then and Now: A Conceptual Unit Approach, Milwaukee: Delux Printing Service, 1972.

Black Studies - K-12: Philosophy, Methods and Materials at the Wisconsin Social Studies Spring Conference at Mt. Mary College, Milwaukee, Wisconsin, March, 1972.

"Black Action and Reaction to White Racism", 1971 Annual Convention of Wisconsin Socilogical Association, Kenosha, Wisconsin, November 6, 1971.

"The Negro Leadership", Marquette Journal, 1966.

"The Negro Leadership", ECHO Milwaukee, 1967.

"Secularization in the Methodist Church", Journal of Religion in Life, 1971.

"History of Black Americans: Who are the Leaders?" Racine Journal Times, February 10, 1971.

"Dr. Martin Luther King's Shifted Struggle to Soul", Racine Journal Times, February 13, 1971.

"Black Panther Party Now in Bid for Leadership", Racine Journal Times, February 13, 1971.

Lectures

"The Ballot or The Bullet on the College Campus and the New 18-year Old Vote", Wisconsin Cooperative Education Committee Conference at Burlington, Wisconsin, February, 1972.

"The Young Gift and Black Students of 1971", Commencement at North Division High School, Milwaukee, June, 1971.

"The Life and Works of Whitney M. Young", Greater Milwaukee, March 21, 1971.

"The Social Sources and Demands of Black Power", Afro-American Workshop, September, 1971.

Lecture to Racine's Mental Health Association on Black Power, Afro-American Workshop, September, 1971.

"Dr. Martin Luther King, Jr. for Today", Milwaukee Chapter of the Lutheran Human Relations Association of America, October, 1971.

(Carpenter Vita - continued)

Current Membership in Learned Societies

National Society of College Teachers of Education
Phi Delta Kappa (Historian)
Mid-Western Sociology Association
National Association of College Professors

VITA Richard L. Cummings, Faculty

Director - Laboratory for International Research in Education; Associate Professor, Comparative Education, School of Education, University of Wisconsin-Milwaukee

Education

Ph.D. Stanford University, 1967, International Development Education; M.A. Stanford University, 1964, Hispanic American Luso-Brazilian Studies; M.S. State University of New York (Albany, N.Y.), 1963, Social Sciences; B.F.T. American Institute for Foreign Trade, 1959, Foreign Trade; B.S. State University of New York (New Paltz, N.Y.), 1954, General Elementary Education.

Experience organizing seminars, institutes or special programs

Brazilian Elementary Education Project II (Fall, 1967)
Venezuelan Study Tour (November, 1967)
Mid-Winter Leadership Seminar (December, 1967)
Venezuelan Study Tour (May, 1968)
Latin American Study Tour (July, August 1968)
French Speaking African Educators' Project (Summer, 1968)
Post Summer Seminar (August,-September, 1968)
Venezuelan Study Tour (November, 1968)
Brazilian Elementary Education Finance Team (Spring, 1969)
French Speaking African Educators' Project (Summer, 1969)
Post Summer Seminar (August- September, 1969)
Post Summer Seminar in Environmental Education (August - September, 1970)
Post Summer Seminar in Community Education (August - September, 1971)
Developed three new courses at University of Wisconsin-Milwaukee:
    310-375 Cultural Foundations of Education,
    310-720 International Development Education and
    310-910 Seminar in International Development Education

Publications

"Brazil", (Worldmark Encyclopedia of the Nations article), 1963, pp. 16.

Hispanic American Report, monthly contributor (26 contributions) to the Brazil Section, August, 1962 - October, 1964.

"Human Resources as a Development Concept in Latin America: The Case of Brazil", Chapter in Human Resources in Latin America, Bloomington: Graduate School of Business, University of Indiana, 1968.

"Approaches to Manpower Planning", International Review of Education, Vol. XVI, No. 2, June, 1970.

(Cummings Vita - continued)

"Brazil's Military Regime Uses 'Hard Sell' to Win Support for Revolution", The Milwaukee Journal, Editorial Section, January 18, 1970, p. 1, 3.

"Brazilian Education", Chapter in Lemke, Donald (ed.), Educational Systems in the Americas, New York: The American Press (in press).

"Education in Brazil", Chapter in Beck, Carlton (ed.), Perspectives on World Education, Dubuque: Wm. C. Brown Co., 1970.

"Latin American Cities Grow Too Fast - So Does Violence", The Milwaukee Journal, Editorial Section, April 12, 1970, p. 3.

"Planning for Tomorrow's Manpower Needs", in Modern Government and National Development, November-December, 1969, pp. 64-69. Also in Servicios Publicos y Desarrollo Nacional.

"Contencion de la Sangria de Cerros", Servicios Publicos y Desarrollo Nacional, Septiembre, 1970, pp. 40-49.

"Transformations in Brazilian Engineering Education", Luso-Brazilian Review, Summer, 1970, pp. 64-73.

Engineering Manpower and Development in Southern Brazil, 1966-1970. Monograph, Center for Language and Area Studies, University of Wisconsin-Milwaukee, 1972.

Educational Innovation in Latin America (co-edited with Donald A. Lemke), Metuchen, N.J.: Scarecrow Press, Inc., in press.

VITA Robert J. Di Pietro, Visiting Faculty

Professor of Linguistics, Georgetown University

Education

A.B. State University of New York, 1954; M.A. Harvard University, 1955; Ph.D. Cornell University, 1960.

Honors and Awards

Two Fulbright Travel Awards: Italy 1960-61; Spain 1963-64
U.S. Dept. of State Specialist Grant, Summer, 1964
Elected to the listing of Outstanding Young Men of America, 1965
Recipient of ACLS travel grants: Madrid, Spain, 1965; Bologna, Italy, 1972
Certificate of merit for distinguished service to Linguistics Education, 1968, awarded by the Dictionary of International Biography

Professional Societies

Linguistics Society of America
Modern Language Association
National Association for the Advancement of Science
National Council of Teachers of English
American Anthropological Association
American Council on the Teaching of Foreign Languages.
Societa di Linguistica Italiana

Some Publications

The Sounds of English and Italian (vol. 1) and The Grammatical Structures of English and Italian (vol. 2), both published by the University of Chicago Press, 1965 and 1969 (sec. printing) (co-author).

Language Structures in Contrast, published by Newbury House in 1971, (Japanese translation forthcoming).

"Linguistics", chapter in the Britannica Review of Foreign Language Education, pp. 15-36, 1968.

"Bilingualism", chapter in Current Trends in Linguistics, Mouton and Co. of the Hague in 1968, (vol. IV, in the series).

"A Transformational Note on a Few Types of Joycean Sectences", Style, vol. 3, No. 2 (Spring, 1968), pp. 156-67. (French translation forthcoming in Change magazine, Paris, France).

(Di Pietro Vita - continued)

"La linguistica y la ensenaza de idiomas", Revista de Educacion, (Madrid, Spain), No. 163, Vol. LVI, (May, 1964).

"Alcune reflessioni sulla linguistica applicata all 'insegnamento'", in L'insegnamento dell'italiano in Italia e all'estero, Rome, 1971.

"Student Competence and Performance in ESL", TESOL Quarterly, Vol. 4, No. 1, (March, 1970), pp. 49-62.

Other articles and review have been published in Language, American Anthropologist, Language Learning, IRAL, General Linguistics, et. al.

Consultantships

Xerox Publishing Company
Center for Applied Linguistics
Robert M. Ventre, Associates
Colorado State Department of Education
Gallaudet College
Baltimore Public School System

Teaching Experience

Georgetown University, Washington, D.C. (main position)
Cornell University (instructor in French and Italian)
Held summer positions at the following Universities:
    Western Kentucky (Bowling Green)
    Central Connecticut (New Brittain)
    Universita de Firenze (Florence, Italy)
    College of the Virgin Islands and
    University of Wisconsin-Milwaukee

Biographical Listings

Who's Who in the South and Southwest, 1967-on
Who's Who in American Education, 1965-on
Dictionary of International Biography, 1968-on
International Scholars Directory, 1971-on

VITA Jacinto Jenkins, Visiting Faculty

Associate Professor, Spanish, California State University at Sacramento

Education

B. A. University of Texas-Austin, major: Latin American Studies, minor: Social Studies (June, 1948); M. Ed. University of Houston, major: Social Studies Education, minor: Latin American Studies (June, 1953); M. S. Stanford University, major: Spanish, minor: Education (September, 1966); Ph. D. Stanford University, major: Language Education, minor: Spanish (June, 1969).

Teaching Experience

1 year	Director of the NDEA Foreign Language Project, Santa Barbara County Schools, Santa Barbara, California
1 year	Assistant Professor of Spanish, Texas A & I University, Kingsville, Texas
1 year	Teacher, English as a Second Language, Elementary Schools, Chicago City Schools, Illinois
4 years	Supervisor of Spanish Intern Teachers and EFL Intern Teachers, School of Education, Stanford University
1 year	Coordinator of Bilingual-Bicultural Project, Title VII, ESSA, Redwood City Schools, California
September, 1970	Associate Professor of Spanish, California State University at Sacramento

Consultantships

6 weeks, summer, 1960, NDEA Special Consultant, FLES, Bureau of Elementary Education, California State Department of Education
2 weeks, 1965, NDEA Special FLES Consultant, Ventura County Department of Education, California
6 weeks, summer, 1964, FLES Tests, Measurements and Evaluations Consultant, Systems Development Corp., Santa Monica, California
1 year, 1965, Linguistic and Methodology Consultant for La Familia Fernandez series, Encyclopedia Britanica Films, Los Angeles, California
4 weeks, 1966, Special NDEA English as a Second Language for the Spanish Speaking Consultant, Chicago City Schools, Illinois
6 weeks, Linguistic Consultant, English as a Second Language for the Chinese Speaking in the elementary and secondary schools, San Francisco City Schools, California
2 years, Linguistic Consultant, Una Aventura Espanola, 1960-62, Pasadena City Schools

Publications

"Nao se aprende portugues em tres licoes, porem", La Luz Periodico Escolar, 16 lessons, Banks Upshaw Co., October 16, 1951 through May 16, 1952.

(Jenkins Vita - continued)

"And Parents Too!", Hispania, August, 1953.

" A Field Trip to Mexico", Hispania, August, 1953.

"Sell the Parents to Get the Kids", Texas Outlook, August, 1953.

"The Use of Foreign Language Songs", Successful Devices in Teaching Spanish, J. Weston Walsh Publisher, 1952.

"Utilizing Community Resources to Improve the Teaching of Modern Foreign Languages in the Elementary School", California Journal of Elementary Education, November, 1961.

Destiny Walks Slowly - A Pictorial Account of the Franciscan March Up California, Pasadena City Schools, 1961.

Aprendamos la lengua linda, Santa Barbara County Department of Education, 1964.

Estudiemos la lengua linda, Santa Barbara County Department of Education, 1964.

Hablemos la lengua linda, Santa Barbara County Department of Education, 1964.

A Survey of the Status of the Teaching of Modern Foreign Languages in the Elementary Schools and Junior High Schools of Santa Barbara County, Santa Barbara County Department of Education, 1964.

"Six Different Approaches to Spanish Instruction", Santa Barbara County Schools, Santa Barbara County Department of Education, April, 1964.

"Come Wambats and Worship", Hispania, March, 1964.

"El espanol en las escuelas primarias", Hispanavoz, October, 1964.

"Inservice Training of Spanish Teachers in Santa Barbara", Hispania, December, 1964.

The Effects of Explanation with Spanish Pattern Drills, Unpublished Dissertation, Stanford University, 1969.

Teaching English as a Second Language for Chinese Speakers vía Science Education, San Francisco City Schools, 1970.

VITA Susan Sazama, Administrative Assistant and Microteaching Coordinator

Education

University of Wisconsin-Green Bay, 1965-68; St. Norbert College, De Pere, Wisconsin, 1967-68; University of Wisconsin-Milwaukee, 1968-70, B. A. in Spanish; University of Wisconsin-Milwaukee, 1971-present, candidate master's degree, ABE-TESOL.

Work Experience

Assistant Instructor in ESL, Milwaukee Area Technical College, January, 1973-present.
Administrative Assistant and Microteaching Coordinator, ABE-TESOL Institute, 1972.
Bilingual Medical Assistant, Northpoint Medical Group, Ltd., November, 1971-1972.
Specialist, Instructor in ESL, EFL, and G. E. D., Spanish Speaking Outreach Institute, University of Wisconsin-Milwaukee, January, 1971 - August, 1971.
Instructor, Spanish as a Second Language, Language Services, Inc., Indian Hill School, grades 1-3, February, 1972 - April, 1972.
Tutor HIT Program, Spanish, Fall Semester, 1969, University of Wisconsin-Milwaukee.

Honors and Awards

Keta Kappa Chapter - Gamma Sigma Sigma (Charter member), Vice-President, Fall Semester, 1967.

Professional Organizations

American Council on Teaching of Foreign Languages
Wisconsin Bilingual and TESOL Association (charter member)

Professional Experience

Participant, 1971 ABE-TESOL Summer Institute
Microteaching training: 4 semesters, University of Wisconsin-Milwaukee
Guest Lecturer, "The Principles of Microteaching", for Prof. John Zahorik

Professional Committees

Graduate Curriculum Committee, University of Wisconsin-Milwaukee, student member, 1972.

VITA Lorenzo Tovar, Administrative Assistant

Education

High School - Milwaukee Vocational School. College/University - presently enrolled in the College of Business Administration, University of Wisconsin-Milwaukee. Bilingual Education -- formal education in Spanish.

Work Experience

Driver's Education Instructor and Vocational Counsellor, Spanish Center, Adult Basic Education, 1969-present
Administrative Assistant, ABE-TESOL Institute, summers, 1971 and 1972

Interest and Hobbies
Local Community Activities

Active member of United Migrant Opportunity Service Advisory Board (UMOS). Member of the personnel committee.
Active member of Council of Educational for Latin-Americans (C. E. L. A.).
President of the student council, 1969, Spanish Center - Adult Basic Education
Member of a soccer ball team.

VITA Joyce G. Zuck, Visiting Faculty

Lecturer, English Language Institute, School of Education, University of Michigan-Ann Arbor

Education

B. A. Bucknell University, 1959, major: English and Mathematics; M. A. University of Michigan, 1961, major: English Language and Literature; Ph. D. University of Michigan, expected 1972, major: Education-Curriculum and Instruction-TESOL.

Teaching Areas and Other Responsibilities

Undergraduate courses (1967-present): TESOL for the Non-Specialist-Teaching English to Speakers of Black English

Graduate courses (1963-present): TESOL for the Specialist-Curriculum Planning and Materials Writing-Practicum in TESOL (in which each M. A. candidate plans a curriculum and teaches 26 classes)-Seminar in Applied Linguistics for Teachers of TESOL

Non-credit Programs: Teacher Education Program for English Teachers from other countries, University of Michigan, 1959-present. English in Adult Basic Education Programs in both Ann Arbor and Detroit under the University Center for Adult Education and Office of Education, 5 years.

Advising: M. A. and Ph. D. candidates in TESOL, 3 years. Teaching Fellow Training Program - English Language Institute, 7 years.

Major Interests in TESOL

Teacher Education
Reading
Sociolinguistics

Institutes and Workshops - Faculty

Institute for International Education (IIE), Institute for Foreign Students, Bucknell University. Coordinator of Pronunciation classes 1959-61. Director of Language Laboratories, 1962.

Project R. E. A. D. - Adult Basic Education Program, Detroit, 1963-present. Teacher's Workshops, Consultant to Recordings Committee

Peace Corps Training Program for Iran, 1964. Methods of Teaching English.

(J. Zuck Vita - continued)

I. I. E. Shipboard Language and Culture Programs for Americans going to the Orient and for Japanese students en route to U. S. colleges, 1963.

Directed and demonstrated in a Videotaped Demonstration Series of English classes in Japan for use in teacher training at various Japanese Colleges and Universities, 1963.

Consultant in Reading - Preconvention Workshop, TESOL, 1969.

University of Wisconsin-Milwaukee, ABE-TESOL Institute, Visiting Faculty, 1971, 1972.

Memberships and Interest Groups

International Reading Association (IRA), Psycholinguistics Group
Linguistic Society of America (LSA)
Teachers of English to Speakers of Other Languages (TESOL)
Seminar in Applied Linguistics and Education (SALE)
Modern Language Association (MLA)
American Council of Teachers of Foreign Languages (ACTFL)

Publications

"Communicative Urgency: Developing Responsibility in the Second Language Reader", TESOL Convention, 1969.

"The Imprecision of Reading Comprehension", NAFSA, 1969.

"The Role of Expectation in Foreign Language Teacher Training", (concerns the use of videotapes in teacher training) TESOL Convention, 1970.

"Communicative Urgency", Third International Congress of Applied Linguistics, Copenhagen, Denmark, 1972.

VITA Louis V. Zuck, Visiting Faculty

Associate Professor, Linguistics, University of Michigan-Ann Arbor and Dearborn

Education

B. A. Gannon College, 1957, major: English; M. A. University of Michigan, 1958, major: Linguistics; Ph. D. University of Michigan, 1966, major: Linguistics

Experience

Teaching Fellow, University of Michigan, 1957-62
Chairman of the Editorial Board of Language Learning: A Journal of Applied Linguistics, 1962
Instructor of Linguistics, University of Montana, 1962.
Coordinator of English, Senegal Peace Corps Project, Berea College, Kentucky, summer, 1963.
Instructor, University of Michigan, 1964-66.
Instructor, of Linguistics, Iran Peach Corps Project, University of Michigan, 1964.
Assistant Professor of Linguistics, University of Michigan-Dearborn, 1966-71.
Member of the Standing Committee - LS&A (the governing body of the school) University of Michigan-Dearborn, 1970-
Courses taught: Freshman English, Anglo-Saxon, History of English, American English, Modern English Grammar, English Phonetics and Phonemics, English as a Foreign Language, Methods of Teaching English as a Foreign Language, Modern European Literature, Middle English, Nonstandard Dialects, Introduction to the Study of English
Consultant, Detroit Public Schools, Division of Adult Basic Education
University of Wisconsin-Milwaukee, ABE-TESOL Institute, Visiting Faculty, 1971, 1972.

Memberships

International Reading Association
Linguistic Society of America
Teachers of English to Speakers of Other Languages
Seminar in Applied Linguistics and Education
National Council of Teachers of English
Michigan Council of Teachers of English
American Association of University Professors
American Dialect Society

Publications

"The Teaching of Syllabification in the Elementary School", article published by the Society of Education, University of Michigan-Dearborn, 1970.

(L. Zuck Vita - continued)

"Language Attitude Questionnaire" A questionnaire used by the Macmillan Co. for teacher workshops.

"Social Class and Regional Dialects: Their Relationship to Teading" (with Yetta Goodman), An annotated bibliography to be published by the International Reading Association, 1971.

READ (a series of six books for adult beginning readers), Detroit Public Schools, Division of Adult Basic Education, 1971.

"The Syntax of Anglo-Saxon", paper delivered to the Research Club in Language Learning, University of Michigan.

"Approaches to the Teaching of Reading to Adults", paper presented to the faculty of the Division of Adult Basic Education, Detroit Public Schools.

Social Class and Regional Dialects: Their Relationship to Reading, an annotated bibliography compiled by Louis V. Zuck and Yetta M. Goodman, (Newark, Delaware: International Reading Association, 1971).

"On Dialects and Reading", (with Yetta Goodman), Journal of Reading, Vol. 15, No. 7, (April, 1972) pp. 500-503.

VITA Walter W. Zwirner, Project Evaluator

Associate Professor, Educational Psychology, University of Calgary

Education

B. A. University of Saskatchewan, Saskatoon, Math (1957); M. A. University of Saskatchewan, Saskatoon (1961); M. S. Stanford University, Statistics (1963); Ph. D. Stanford University (1970). Major field: Mathematical Models in Education and Psychology.

Graduate Student Assistantships

University of Saskatchewan: 1959-60
Stanford University: 1961-63, 1964-67

Professional Experience:

Programer: Texaxo Exploration Company, Calgary, 1957-58
Instructor: University of Saskatchewan, 1960-61
Statistician: School of Mathematics, Study group, 1963-64
Assistant Professor: University of Calgary, 1967-69
Associate Professor: University of Calgary, present

Member, Evaluation Seminar at the University of Illinois under the direction of Dr. L. Cronbach, 1963
Evaluator, Adult Basic Education Institute, University of Wisconsin-Milwaukee, Summers, 1971 and 1972
Chairman, Faculty of Education Curriculum Committee, University of Calgary, 1971-72
Chairman, Faculty of Education Evaluation Committee, University of Calgary, 1972-73
Director, Research and Evaluation of ISP (Indian Study Program), University of Calgary

Professional Society Affiliation

Institute of Mathematical Statistics
American Statistical Association
Biometric Society
Gesellschaft fur Psychologie
Gesellschaft der Programierten Instruktion
Psychometrilia/AERA

Publications and Papers

D. W. McKerracher, W. Zwirner and R. C. Harshman. Personality and Attainment: A Pilot Study. The Western Psychologist, 1970, 1,2.

(Zwirner Vita - continued)

L. S. Cahen, T. A. Romberg and W. Zwirner. The Estimation of Mean Achievement Scores for Schools by the Hern Sampling Technique. Educational and Psychological Measurement, 1970, 30, 41-60.

W. W. Zwirner. The Procustes Model in Factor Analysis: Evaluation of Two Alternative Criteria. Unpublished Disseration, 1970.

W. W. Zwirner, P. McGinely and L. A. Hamerlynck. Multivariate Generalizability for Observation of Classroom Behavior. Proceedings, Second International Conference on Behavior.

W. W. Zwirner, L. D. Coonbah, N. L. Gaye and R. W. Bede. Teacher Evaluation, In Press.

VITA Elaine V. Bartel, Consultant

Associate Professor, Department of Curriculum and Instruction, University of Wisconsin-Milwaukee

Education

B.S. Dr. Martin Luther College, New Ulm, Minnesota; M.S. University of Wisconsin-Milwaukee; Ph.D. University of Wisconsin-Madison

Courses Taught since 1965

Developmental Reading in the Elementary Schools
Individualization of Instruction
Teaching the Language Arts in the Elementary School
Teaching of Mathematics in the Elementary School

Positions at UWM

Supervisor and Seminar Leader in Early Childhood Education (primary grades)
Supervisor and Seminar Leader in Elementary Education (grades 1-6)
Site Coordinator for T.T.T. Project
Director, Intern Teaching Program (K-12)
Director, E.P.D.A. Project SPURT (Specially Prepared Urban Reading Teachers)

Recent Research and Publications

"Understanding Through Involvement", The Arithmetic Teacher, XVIII (February, 1971), pp. 91-93.

"Should Children Choose Their Teachers?". WEA Journal, CIV (September, 1971), pp. 22-23.

Review of Research Study by Gerald T. Gleason, "Individualized Reading: A Three Year Study", The Journal of Teacher Education, (Winter, 1971).

"A Self-Directed Learning Program", Education, Vol. 91, No. 3, (Febraury/March, 1971), pp. 247-249.

"To What Extent are Pupil Attitudes a Reflection of Teacher Attitudes?", accepted for publication by The Journal of Teacher Education.

"Supervision in Mathematics", accepted for publication by The Arithmetic Teacher.

Professor Organizations

American Educational Research Association
International Reading Association

VITA Gordon F. Burgess, Consultant

Chief Obstetrics and Gynecology, Columbia Hospital

Education

Pre-Medical: Dartmouth College, Hanover, New Hampshire (1942); Medical: Marquette University, School of Medicine, Milwaukee, Wisconsin (1950)(MD); Intern: National Naval Medical Center, Bethesda, Rotating (1950-51); Residence: Lutheran Hospital, Milwaukee, Obstetrics and Gynecology (1951-54).

Affiliations

Hospital: Columbia Hospital, Milwaukee, Lutheran Hospital, Milwaukee; Obstetrics-Gynecology attending 1954 to present

Columbia Hospital, Milwaukee, Obstetrics-Gynecology; Chairman of Department, 1968-present

Hospital Committee Affiliations:

Columbia Hospital, Milwaukee: Board of Governors, 1968-present; Medical Council, 1968-present; Medical Education, 1960-present; Inter-Professional Committee, 1964-present

Lutheran Hospital, Milwaukee; Medical Education, 1960-64; Tissue Committee, 1969-70

Teaching Appointments

Marquette University, School of Medicine, Milwaukee; Clinical Obstetrics Instructor, 1955-64

Milwaukee County General Hospital, Obstetrics Instructor, 1955-64

Consultantships

Birth Defect Treatment Program, Children's Hospital, Milwaukee; 1969-present

Underground Switchboard, Milwaukee; 1970-present

Adult Basic Education Program, University of Wisconsin-Milwaukee, 1971 and 1972

Teaching

Intern and Resident Teaching, Columbia Hospital, 1956-60

Nurses Lectures, Columbia Hospital, Obstetrics-Gynecology, 1956-present

Chairman, Extern and Intern Obstetrics-Gynecology teaching program, Columbia Hospital, 1968-present

Medical Society Memberships

American Board Obstetrics-Gynecology

American College Obstetrics-Gynecology

Milwaukee Gynecology Society

Wisconsin Obstetrics-Gynecology Society
Alpha Omega Alpha: National Honor Society

Papers

Quick, A., Murat, L., Burgess, G.F., and Hussey, C. "Prothrombin in the Newborn", Journal of Surgery, Gynecology and Obstetrics. 95 (January, 1952), 671-676.

Analysis of Three Years of Pap Smear: presented at Milwaukee Hospital spring meeting, 1953.

Cowan, E., Cron, R., Burgess, G. F., and Karioris, F. "Transport of Radio-active Colloidal Gold between Serous Cavities", Journal of Surgery, Gynecology and Obstetrics, 69, (June, 1954), 312-319.

Burgess, G. F. and Shutter, H. W. "Malignancy Orginating in Ovarian Dermoids", Obstetrics and Gynecology, 4 (November, 1954), 567-571.

Hofmeister, F. J. and Burgess, G. F. "Labor in Yound and Old Primiparas", Obstetrics and Gynecology, 6 (August, 1955), 162-168.

Hilus Cell Tumor of the Ovary Associated with Carcinoma of the Breast, Manuscript to be published.

Adeno-carcinoma of the Ovary in the Twenty-Two Year Old Pregnant Female: A Case Report, Manuscript in preparation.

VITA Pardo Frederick Delliquadri, Consultant

Dean, School of Social Welfare, University of Wisconsin-Milwaukee

Education

University of Colorado, Boulder, Colorado, 1938; B. A. degree, Cum Laude; elected to Phi Beta Kappa (National Scholastic Honorary); Pi Gamma Mu (Social Science Honorary); Kappa Delta Pi (Educational Honorary); Alpha Kappa Delta (Sociology Honorary); Phi Kappa Phi.

University of Nebraska, Lincoln, Nebraska. Recipient of Edith and Grace Abbott Assistantship and Scholarship. Received Master of Science degree in Social Work, August 1941.

Experience

Dean, University of Wisconsin-Milwaukee, School of Social Welfare, July, 1969 to August, 1972

Other positions held include:
Dean of Social Work at Columbia University and University of Hawaii
Consultant to Commissioner of Social Security
Chief of U. S. Children's Bureau
Director of Children and Youth Program in States of Wisconsin, Illinois and Wyoming

Committee Memberships

International Agencies:
United States Representative to Executive Board of UNICEF, 1961-69 (appointed by
    Presidents Kennedy and Johnson)
Chief delegate to UNICEF Conference, Bangkok, Thailand, 1964
Chief delegate to UNICEF Conference, Addis Ababa, Ethiopia, 1966
United States Delegate to Inter-American Children's Institute, 1958-61 (appointed by
    President Eisenhower); Vice-President, 1960-61
Co-Chairman of U. S. delegation to Pan American Child Congress, December, 1959
Chairman, Study team for Columbia University to Columbia South America, 1965

National Agencies: Member of several National Organizations in field of health and
    Social Welfare, in which I held posts as officers and committee chairmanships.
American Public Welfare Association
Council on Social Work Education
National Association of Social Workers
Child Welfare League of America
National Conference of Social Work

(Delliquadri Vita - continued)

Government Agencies: Member and consultant to several federal offices in the Department of Health, Education and Welfare
Chairman, Training Grant Review Panel for Federal Training Grants in Juvenile Delinquency
Advisory Committee of Deans to Department of Health, Education and Welfare
Ad Hoc Committee on Public Welfare to HEW
Member, National Advisory Council on Child Welfare to Congress of U. S.
Member, National Advisory Committee to U. S. Children's Bureau
Member, Technical Fact-Finding Committee of White House Conference on Children and Youth, Washington, D. C.
Member, New York State Joint Legislative Committee on Child Care (Chairman of Advisory Group)

Awards and Prizes

Wisconsin Parent-Teachers Association Lifetime Membership Award for outstanding service on legislative matters pertaining to children and youth, 1959
National Association of Social Workers Award for outstanding service to the Social Work Profession, in Wisconsin, 1960
AFL-CIO Community Services Award, 1965
Award from the U. S. Department of Health, Education and Welfare for distinguished service as Chairman of the Federal Panel on Delinquency, 1967
Citation for outstanding contribution to the Merit Students Encyclopedia
Listed in International Biography, Who's Who in America; Personalities of West and Mid-West
FONEME International Prize, 1968 (Institution for Studies and Research in Human Formation from adolescence to maturity) conferred in Milan, Italy on May 12, 1968. Prize consists of gold medal, parchment scroll and $5,000.
Distinguished Alumni Award for outstanding service to Humanity, (Norlin Award) University of Colorado, Boulder, Colorado, June, 1969

Publications

Fifty Years of Social Work, A History of the Social Welfare Society, Lincoln, Nebraska, 1942, pp. 232. Thesis for the degree of Master of Science in Social Work. Published by the Council of Social Agencies, Lincoln, Nebraska.

"Broadening Concept of Child Welfare", speech and article in Public Welfare Magazine, November, 1950.

Evaluation of the Oklahoma Department of Public Welfare's Services for Children and Youth, pp. 50, published by the Oklahoma Department of Public Welfare, September, 1954.

(Delliquadri Vita - continued)

"Child Welfare", Social Work Year Book for 1957, pp. 12

Study and Evaluation of Services to Children and Families in El Salvador, Central America. Report was the result of three months' mission for the United Nations in summer, 1959.

"Children and World Development", May, 1963. A series of speeches on the role of UNICEF in working with children, mimeographed.

Editor of Helping the Family in Urban Society, New York: Columbia University Press, 1963.

"The Social Worker's Role in Community Action", Public Welfare New (quarterly journal of the North Carolina State Board of Public Welfare), March, 1965.

VITA Robert H. Friebert, Consultant

Firm - Samson, Friebert, Sutton and Finerty

Education

University of Wisconsin-Milwaukee, 1956-59; University of Wisconsin, 1962, major: Accounting, B.B.A.; University of Wisconsin, 1962, LL.B.

Honors and Awards

Phi Beta Kappa
Order of Coif
Beta Gamma Sigma
Phi Kappa Phi
Phi Eta Sigma
University of Wisconsin Law Review (member)

Professional Memberships

Wisconsin Bar Association

Employment

Assistant United States Attorney for the Western District of Wisconsin
Associate in the law firm of LaFollette, Sinykin and Doyle
State Public Defender of Wisconsin
Associate in the firm of Shellow, Shellow and Coffey
Partner in the firm of SAMSON, FRIEBERT, SUTTON and FINERTY

Memberships

Secretary of the Citizens' Study Committee on Judicial Organization
Member of the Governor's Health Policy and Planning Council
Former member of the Board of Directors of the National Legal Aid and Defender Association
Former member of the Wisconsin Advisory Council to the United States Civil Rights Commission
Former State Chairman of the American Civil Liberties Union

VITA Mary Lou Koran, Consultant

Associate Professor, College of Dentistry, University of Florida

Education

B.A. University of California, 1959, Education; M.A. University of Mississippi, 1964, Psychology; M.A. Stanford University, 1965, Counseling; Ph.D. Stanford University, 1969, Educational Psychology.

Experience

Assistant Professor, Department of Educational Psychology, University of Texas-Austin, 1968-71

Psychological consultant, Teacher Corps, University of Texas, development of behavior modification skills in teacher trainees

Research Assistant, Stanford University, 1966-68. (Technical Skills Teacher Training Project and Learning and Individual Differences Project), Stanford Center for Research and Development in Teaching

First Grade Teacher, Banning Unified School District, 1960-63

Publications

"The Effects of Individual Differences on Observation Learning in the Acquisition of a Teaching Skill", (with Frederick J. McDonald), School of Education, Stanford University

Koran, M. L., Snow, R. E. and McDonald, F. J. 'Teacher Aptitude and Observational Learning of a Teaching Skill", Educational Psychology, June, 1971, pp. 219-228

Koran, M. L. . 'Differential Response to Inductive and Deductive Sequences of Program Instruction", August, 1971, pp. 300-307.

Koran, J. J. and Koran, M. L. "Differential Response to Structure of Advance Organizers in Science materials", 1972.

Koran, M. L. "Varying Instructional Methods to Fit Trainee Characteristics", Audio Visual Communication Review, (in press), 1972.

Koran, J. J., Koran, M. L., and McDonald, F. J. "The Effects of Different Sources of Positive and Negative Information on Observational Learning of Teaching Skill", Journal of Educational Psychology, (in press), August, 1972.

Koran, M. L. and Snow, R. E. "Teacher Aptitude and Observational Learning of a Teaching Skill", Technical Report, Stanford Center for Research and Development in Teaching, (in press), 1972.

(Koran Vita - continued)

Koran, M. L., Mackenzie, R. S. "Aptitudes and Individualization in Dental Education", (in press), 1972.

Koran, M. L. (ed.), "Patterns of Adaption to Individual Differences in Teacher Education", book in preparation.

Koran, M. L. and Koran, J. J. "Differential Response to Question Pacing in Learning from Prose", (in press).

"The Effects of Individual Differences on Observational Learning in the Acquisition of a Teaching Skill", March, 1969.

VITA John A. Zahorik, Consultant

Associate Professor, Department of Curriculum and Instruction, University of Wisconsin-Milwaukee

Education

Ph.D. University of Wisconsin, 1966, major: Curriculum and Instruction; M.S. University of Wisconsin-Milwaukee, 1961; B.S. University of Wisconsin-Milwaukee, 1959.

Professional Organizations

American Educational Research Association
Association for Supervision and Curriculum Development
National Council for the Social Studies

Publications

Papers read:
"Teacher Verbal Feedback", American Education Research Association Annual Convention, February, 1967, New York.
"Teaching Theory", Association for Supervision and Curriculum Development Annual Convention, March, 1967, Dallas.
"Teacher Verbal Feedback and Content Development", American Educational Research Association Annual Convention, February, 1969, Los Angeles.
"Myths About Teacher Education", Association for Supervision and Curriculum Development Annual Convention, March, 1971, St. Louis.

Zahorik, J.A. "The Trouble with Methods Courses", Journal of Teacher Education, XIX (Summer, 1968), pp. 197-200.

Zahorik, J.A. "Comments on the Theory-Practice Controversy", Kappa Delta Pi Record, V (October, 1968), pp. 15-16.

Zahorik, J.A. "Classroom Feedback Behavior of Teachers", Journal of Educational Research, LXII (December, 1968).

Zahorik, J.A. "Pupils 'Preceptions of Teachers' Verbal Feedback", The Elementary School Journal, LXXI (November, 1970), pp. 105-114.

Zahorik, J.A. "Individual Instruction and Group Instruction: A Case Study", Journal of Educational Research, LXII (July-August, 1969), pp. 453-455. Reprinted in Change and Innovation in Elementary and Secondary Organization, Maurie Hillson and Ronald Hyman (eds.), New York: Holt, Rinehart and Winston, Inc., 1971.

(Zahorik Vita - continued)

Zahorik, J. A. "Teacher Verbal Feedback", Classroom Interaction News-Letter, IV (May, 1969), pp. 34-41.

Zahorik, J. A. (with M. Vere DeVault and John Withall) "The Fourteen Category System of Interaction Analysis", Insights into Mental Health and Teacher Education, (ed.) M. Bere DeVault, Don W. Anderson and John Withall (Madison, Wisconsin: Wisconsin Teacher Education Research Project, 1966) mimeographed.

Zahorik, J. A. "Teacher Verbal Feedback and Content Development", Journal of Educational Research, LXII (May-June, 1970), pp. 419-423.

Zahorik, J. A. "The Effect of Planning on Teaching", Elementary School Journal, LXXI (December, 1970), pp. 143-151.

Zahorik, J. A. "Questioning in the Classroom", Education, XCI (April-May, 1971), pp. 358-363.

Zahorik, J. A. "Behavioral Objectives and Instruction", Education, (Scheduled for Fall, 1971 publication).

Zahorik, J. A. and Dale L. Brubaker. Toward More Humanistic Instruction. Duguque, Iowa: W. C. Brown Company, Inc., 1972.

Professional and Community Service

Consultant and Teacher In-Service Work
Social Studies Consultant: Indian Hills-Maple Dale Schools, Glendale, Wisconsin
Instruction Consultant: LaGrange Public Schools, Waukegan, Illinois
Survey Team Member: Waukegan Public Schools, Waukegan, Illinois
Instruction Consultant: Racine Public Schools Inner-City In-Service Project, Racine, Wisconsin
Speaker and Resource person: Milwaukee Public Schools In-Service Program for Cooperative Teachers
SRA Survey Team Member: Xenia Public Schools, Xenia, Ohio
Consultant: Winnebago Day School, Neenah, Wisconsin
Speaker: Brasil Elementary Education Project II, University of Wisconsin-Milwaukee
Speaker: NDEA Institute for Inner-City Teachers, University of Wisconsin-Milwaukee
Consultant: Oconomowoc Public Schools, Oconomowoc, Wisconsin
Speaker: Metropolitan Social Studies Group, Wauwatosa, Wisconsin
Speaker and Resource person: Milwaukee Public Schools, Milwaukee, Wisconsin
Speaker: New Berlin Public Schools, New Berlin, Wisconsin
Resource person: Boniface Community School
Program Evaluator: Haramble Community School
Speaker: Campellsport Public Schools, Campellsport, Wisconsin
Speaker: Seymore Public Schools, Seymore, Wisconsin

VI. IMPLEMENTATION

CURRICULUM OUTLINE

The components of the curriculum, for each section of which descriptions are given below, were the following, expressed in terms of a typical single day's activities.

	ESD Black	ESD Spanish	ESL Heterogeneous
Time:	8:30 - 10:30	8:30 - 9:30	8:30 - 10:30
Course:	Applied Linguistics	Cultural Backgrounds	Workshop
Instructor:	Louis Zuck	Richard Cummings	Jacinto Jenkins
Time:	10:30 - 11:30	9:30 - 11:30	10:30 - 11:30
Course:	Cultural Backgrounds	Applied Linguistics	Cultural Backgrounds
Instructor:	Joseph Carpenter	Robert Di Pietro	Richard Cummings
	11:30 - 12:30 Consultations with Professors, experienced supervisors & other programs. The 1971 Institute felt a need for a one-hour block before or after lunch permitting students to have consultation time with Professors and time to visit other programs on campus.		
	12:30 - 1:30 Lunch		
Time:	1:30 - 3:30	1:30 - 3:30	1:30 - 3:30
Course:	Workshop	Workshop	Applied Linguistics
Instructor:	Joyce Zuck	Jacinto Jenkins	Robert Di Pietro
	3:30 - 4:30 Lecture Sessions Faculty and Consultants		
	4:30 Seminars by appointment with Faculty		
	8:00 p. m. Consultants' Conferences		

VI. IMPLEMENTATION Nos. 2-6

FACULTY OUTLINES

VI. 2. APPLIED LINGUISTICS

2.A. Prof. Louis Zuck, ESD Black
2.B. Prof. Robert Di Pietro, ESD Spanish
ESL Multi-Ethnic

2.A. Professor Louis Zuck, ESD Black

SEMINAR IN APPLIED LINGUISTICS: BLACK NSD GROUP

Fundamentally, the eight two-hour instructional sessions for the ABE participants in the Black Nonstandard (NSD) Group centered around a structional contrast was based upon the traditional division of language into phonology, morphology, and syntax. Within each division, the structure of Standard English was discussed first, and the structure of Black English was discussed second.

Within the area of phonology, the inventory of Standard English sounds, consonants and vowels was presented to the participants. The participants were also presented with an articulatory description of English sounds, e.g., point of articulation, manner of articulation, etc., along with the more common phonemic symbols used to represent the sounds. The phonemic symbols were introduced in order to facilitate the reading of relevant linguistic literature that was assigned during the seminar. In addition, some time was spent transcribing Standard English pronunciation. The point of this work was to make the students more aware of the differences between the sound system of Standard English and the spelling system of Standard English. After the phonology of Standard English had been taught, the phonology of Black English was taught. Among other things, the description of Black English phonology included consonant cluster reduction, phoneme substitution and stress differences.

The next area covered during the seminar was the morphological structure of Standard English. Particular emphasis was placed upon the inflectional and derivational affixes. As with English phonology, students were taught basic linguistic terminology and concepts, e.g., morpheme, allomorph, phonological conditioning and morphological conditioning. After the basics of morphology had been presented, the salient aspects of Black English morphology were introduced. Morphological features such as the absence of third person singular ending on present tense verbs and the use of existential it were discussed. In addition, the intersection of phonology and morphology was investigated. For example, the consequence of consonant cluster reduction and its effect upon the deletion of the past tense marker was presented.

In the area of syntax, the major and minor parts of speech were quickly reviewed, and shortcomings of the traditional school-room definitions for the parts of speech were discussed. A generative-transformational approach was taken towards the discussion of English syntax, and concepts such as surface structure and deep structure were illustrated. Some of the basic structures of Standard English were presented along with some of the basic transformations. Since embedding is one feature that contributes to the structural variety of English syntax, various aspects of this phenomenon were discussed, e.g., infinitive clauses, gerund clauses, etc. After some of the fundamentals of Standard English grammar had been introduced to the participants, some of the more obvious contrasting features of Black English were presented. These contrasting features included, for example, embedded questions and multiple negation.

Other language related topics such as the systematicity of dialects, the criterion for defining standard, nonstandard and regional dialects, and the refutation of some common misconceptions about standard and nonstandard dialects were introduced whenever appropriate.

Finally, since reading may be defined as a psycholinguistic process, some time was spent on the linguistic principles underlying various reading materials, e.g., i.t.a., dialect readers, linguistic readers. Also, a discussion of the contribution of linguistics to the understanding of the reading process was included in the seminar. Since many of the ABE participants are involved in the teaching of literacy, it was deemed essential that some aspects of linguistics and reading be included in the program.

The seminar was conducted as a combination lecture and discussion class. The atmosphere was informal and the ABE participants were always free to ask questions regarding the subject matter being presented. Where possible, there was close coordination between the ESD Applied Linguistics Seminar and the ESD Workshop.

2.B. Professor Robert Di Pietro, ESD Spanish

SEMINAR IN APPLIED LINGUISTICS: SPANISH GROUP

Objectives of the Seminar: The participants were introduced to understanding (1) language, (2) its use by different people, (3) the specifics of English as contrasted with Spanish, and (4) the ways in which formal knowldege about language can be applied to teaching English to speakers of Spanish.

Procedures: (1) Classroom presentation followed each point in the syllabus as outlined in Syllabus below, (2) students were encouraged to ask questions and discuss each point as the teacher presented it, (3) assignments were from the text, and keyed to the general points of each meeting and (4) there were several brief quizzes.

Text: R. J. Di Pietro, LANGUAGE STRUCTURES IN CONTRAST, Newbury House, Rowley, Mass., 1971.

Syllabus: (major topics)

1) Language: How to Approach It. (Language as grammar; language in use; techniques of linguistic analysis; importance of linguistics for ABE teacher.)

2) Speaking with an Accent: The Transfer Principle. (Becoming aware of pattern in language; specific examples from English and Spanish)

3) The Many Meanings of Meaning. (What the linguist makes of meaning in language; linguistic meaning and the 'real' world; language as tool and artifact)

4) The Forms of Grammar: A View From English and Spanish. (Inflection as found in English and Spanish; the form classes)

5) The Kinds of Sentences English Speakers Like to Use. (Contrasting sentence patterns of English with those of Spanish)

6) Why Have Words? (The semantic content of vocabulary; the nature of idioms in English and in Spanish)

7) Coining New Words, or What to do Until the Dictionary Comes. (How vocabulary grows from situation and language structure; tracing the interference of Spanish vocabulary on English)

8) What English Really Sounds Like. (Contrasting English sounds with Spanish; accounting for regional variation within English; social stratification)

9) The Speech Chain: Some New and Some Broken Links. (Patterns of English sounds contrasted with those of Spanish)

10) The System: Working Within It and Making It Work. (The linguistic content of teaching materials; organization of materials so that they focus on specific problems faced by Spanish speakers; building a syllabus around language)

11) The ABE Teacher as Physician. (Diagnosing the problems of learners; the factors involved)

12) The Finished Product: A Speaker of Two Languages or a Speaker of None. (Definition of the bilingual; retention of Spanish; language attitudes)

13) Playing Games with Language. (Protocols of conversation in English and Spanish; devices for signalling interest and encouragement; how to argue; the 'double bind' of affect and content as expressed in language)

14) Getting Serious With Language. (Linguistic creativity in English and Spanish; finding the freedom of expression allowed by grammatical 'rules')

15) Ellipsis: What to Say and What Not to Say. (Coherence in speech acts; how speakers of English and Spanish connect discourses; finding the presuppositions of speech acts)

2.B. Professor Robert Di Pietro, ESL Multi-Ethnic

SEMINAR IN APPLIED LINGUISTICS: ESL MULTI-ETHNIC GROUP

Objectives of the Seminar: The participants were introduced to understanding (1) language, (2) its use by different people, (3) the specifics of English as contrasted with other languages, and (4) the ways in which formal knowledge about language can be applied to teaching English to speakers of other languages.

Procedures: (1) Classroom presentation followed each point in the syllabus as outlined below (language examples were selected from the languages with which the teachers in this section were involved), (2) students were encouraged to ask questions and discuss each point as the teacher presented it, (3) assignments were from the text and keyed to the general points of each meeting and (4) there were intermittent quizzes.

Text: R. J. Di Pietro, LANGUAGE STRUCTURES IN CONTRAST, Newbury House Publishers, Rowley, Mass., 1971.

Syllabus: (major topics)

1) Language: How to Approach It. (Language as grammar; language in use; techniques of linguistic analysis; importance of linguistics for ABE teacher)

2) Speaking With an Accent: The Transfer Principle. (Becoming aware of pattern in language; specific examples from English contrasted with other languages)

3) The Many Meanings of Meaning. (What the linguist makes of meaning in language; linguistic meaning and the 'real' world; language as tool and artifact)

4) The Many Faces of Grammar. (Inflection in English and other languages; the form classes; what is meant by 'part of speech')

5) The Kinds of Sentences English Speakers Like to Use. (Contrasting sentence patterns of English with other languages)

VI. 3. CULTURAL SEMINARS

3.A. Prof. Joseph Carpenter, ESD Black
3.B. Prof. Richard Cummings, ESD Spanish
EFL Multi-Ethnic

3

3. A. Professor Joseph Carpenter, ESD Black

CULTURAL SEMINAR: BLACK GROUP

"You will never advance far in your understanding of another culture if you devote yourself to exclaiming that some things about it are wonderful and other things are terrible. This comes under the heading of entertainment and should not be confused with understanding. No society is all good or all bad, and the discovery that any particular society is compounded of both good and bad is not a very impressive finding. What you must try to do is to understand what problems a society faces; why it has developed the way it has; why it has certain characteristics rather than others; why it does some things so well and other things very badly."

John Gardner
No Easy Victories, p. 165

Instructional Summary

Gardner's statement served as an excellent point of departure for our indepth analysis of how, why and what definite conditions influenced the role of Black Leadership Philosophy in America's racial crisis from the times of the initial dehumanizing experience of Black people in Africa to the contemporary Black Power movement in America. After a general survey that were intended to provide the students with a basic understanding of personal as well as the impersonal forces, trends and attitudes that have croated a distinct Afro-American culture. This critical review of the literature on Afro-American culture also aimed at enhancing an understanding of a number of influences that have converged to focus more attention on the relevance of the curricula[1] context of the educational process[2] in America during the 1970's than any time since the 1930's. (For footnotes - see bottom of next page.)

We also attempted to isolate certain key issues out of the general survey of the Black experience which help us to understand the contemporaty Black Power movement, with its demands for political, economical and social equality, that has led legislators, educators and social scientists to puzzle over the interrelationships of jobs to education, education to housing, housing to jobs and jobs to positive self-concept.

The Key Issues of Isolation are as follows:

1. The People of Africa: Tribal Origin and Kinship System
2. Trival Cultures and System of Land Tenure
3. Great African Civilizations, Religious and Economic Life, and Industries
4. Slave Trade - Europe and America

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[1] . . . An educational program and/or plan of action based on and adjusted to the life, cultural resources, needs, activities, and interests of the community that is involved in the educational process as defined in the following footnote.

[2] . . A socio-psychological process, whereby the personality is created under the influence of the educational institutions; a process intertwined with: (a) the institutions wherein the general conditioning process relates itself to the school process, the family, playgrounds, racial groups, community, church, motion picture and the like. . . and with (b) some problems of the social and emotional stability of groups found or formed in the educational process, and the groups engaged in education--teachers, professors, administrators, school boards, state legislatures, preachers, pressure groups. Moreover, it is a process centered fundamentally around the school, the base of all organized educational efforts and aims, which gives the whole educational process a definite direction--Henry Pratt, Dictionary of Sociology, (Paterson, N. J.: Littlefield, Adams & Co., 1963), pp. 280-299; William H. Sewell, "Some Recent Developments in Socialization Theory and Research", Annals of the American Academy of Political and Social Science, Vol. 149 (September, 1963), pp. 42-43; Morris Zelditch, Jr., "Role Differentiation in the Nuclear Family: A Comparative Study", in Talcott Parson & Robert W. Bales, Family: Socialization and Interaction Process, (New York: The Free Press of Glencoe, 1955), pp. 318, 347, 348; James Baldwin, "A Talk to Teachers", Saturday Review, (December 21, 1963), p. 161; and Jesse Bernard, Marriage and Family Among Negroes, (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1966), p. 117.

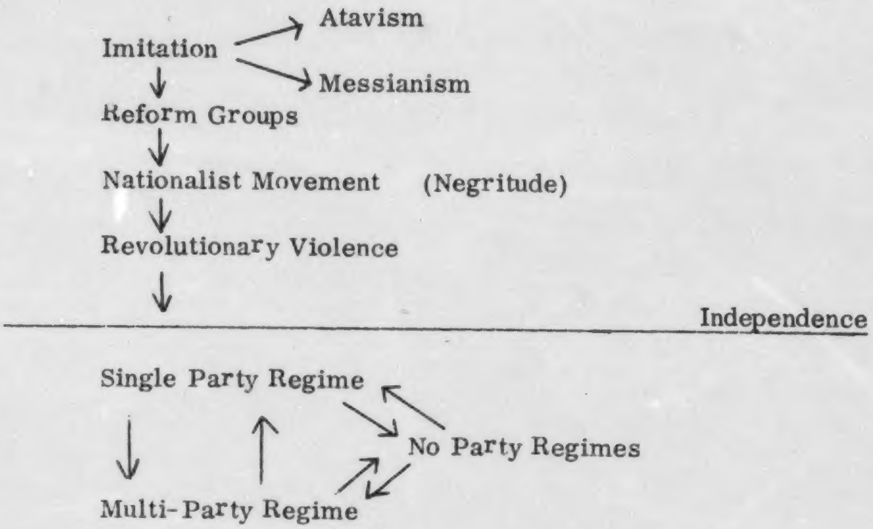
5. The Slave Culture
6. The Afro-American and the Freedom Concept
7. The Constitution and the Afro-American
8. The Afro-American and the Reconstruction Era
9. Great Black Personalities - Their Contribution to Afro-American Heritage
10. An Interpretation - Afro-American Music and Poetry
11. Segregation and the Development of Afro-American Institutions
12. The Struggle for Self-Emancipation and Identity
13. The Intellectual Currents of the Afro-American Revolution
14. The American Dream and the Afro-American
15. Contemporary Black Power Movement

Meeting

Recognizing the students had a limited knowledge of Afro-American history and/or culture, I gave the class in the first meeting an overview of the Black experience from the fifteenth century Africa to the advent of the contemporary Black Power movement of the 1970's. In this presentation stress was given to why the Black students in high schools and colleges overtly express the belief that their educational experiences from elementary school to junior high and high schools, and finally into college are, for the most part, irrelevant or destructive.

In the second meeting, I presented a critical analysis of Frantz Fanon's conceptual development of Black Culture as follows:

Xenophobia - - - - (Resistance)
↓
Acquiescence
↓


Atavism
Imitation
Messianism
Reform Groups
Nationalist Movement
(Negritude)
Revolutionary Violence
Independence
Single Party Regime
No Party Regimes
Multi-Party Regime

In meeting three thru ten we examined certain methodological approaches to the study of the role Black Leadership philosophy via the "deterministic" and "Great Man" syndrum as following:

I. INTEGRATION (Denotations and Connotations)

1. Frederick Douglas (1818-1895) via accomodation and protest
2. Booker T. Washington (1858-1915) via accomodation and vocational education
3. W. E. B. DuBois (1868-1963) via legal protest and liberal arts
4. Martin Luther King, Jr. (1929-1968)
    a. Via creative accomodation
    b. Reconstructive education (intelligence and character)
5. N. A. A. C. P. (1909 to present)
6. CORE (1943-1968 and 1968 to present)
7. SNCC (1960-1966)
8. Urban League (1910-present) Whitney M. Young's Domestic Marshall Plan

II. SEPARATION (Denotations and Connotations)

1. Marcus Garvey (1887-1940)
    a. Via Pan-Africa Improvement (land in Africa)
    b. Universal Negro Improvement Association
2. Black Muslims
    a. Via Black Nationalism (land within the continental USA)
    b. W.D. Farad (1930-1934)
    c. Elijah Muhammad (1934-present) Poole-slave name

III. LIBERATION (Denotations and Connotations)

1. David Walker (1785-1831) via any means necessary
2. Denmark Vessey (1767-1822)
3. Nat Turner (1800-1831)
4. Black Panther Party (1966-present)
    a. Huey P. Newton
    b. Bobby Seal
5. SNCC (1966-present)
6. Malcolm X (1925-1965)
    a. 1960-63 Via Nationalism (total exclusion of whites)
    b. 1963-65 Via Black Nationalism (white with John Brown's credentials)
        1) 1925-52 - Malcolm Little
        2) 1952-63 - Malcolm X
        3) 1963-65 - El-Hajj Malik El-Shabazz
7. Frantz Fanon (1925-1961) Psychological and Physical Violence

8. The Republic of New Africa
    a. Martin R. Delany
    b. Marcus Galvey
    c. Robert William
    d. Ann Lockhard and Tom Norman: From Milwaukee to Mississippi
    e. Others

The Black Culture section of the Institute in Adult Basic Education, 1972, culminated with a lecture and discussion on Black actions and reactions to white racism in American Education.

3.B. Professor Richard Cummings, ESD Spanish and EFL Multi-Ethnic

CULTURAL SEMINARS: SPANISH ESD and EFL MULTI-ETHNIC GROUPS

The lion's share of your time during this TESOL Institute will be devoted to aspects of language -- to a system of defining and classifying phenomenon which in concert make-up spoken language or the medium of communication. The fifteen hours devoted here will focus upon the no lessor complex phenomenon called cultures, "a system of symbols shared by a group of humans and transmitted by them to up-coming generations". As TESOL teachers you find yourselves working back and forth among a number of cultures (we commonly call them subcultures when they are identified within a nation) and thus must be called upon to develop understandings of the sacred beliefs, values, attitudes and preferences for 'right' of cultures other than your own. Our purpose here is to explore systems far achieving such understanding.

In the preface to Teaching Multi-Cultural Populations, Stone and DeNevi state that, "the present book is an attempt to help fill the tremendous gap that presently exists between teachers' will to be more skillful with multi-cultural student populations and the as yet short supply of quality materials they urgently need in order to do so".

Our task is not to simply 'know' these anecdote but rather to develop a way to link them together, to explain them to ourselves, to determine the means for bringing them into being, to creat or sharpen our processes for understanding of human behavior.

We begin without talent, a little time, and some tools:

TIME	TOOLS	TALENT
July 31	Film "The Eye of the Beholder"	Otters
Aug. 1	Cultural Assessment Instrument	Instructor

TIME	TOOLS	TALENT
Aug. 2	Education and Culture Materials	Spindler
3	"A Study of Five Cultures"	Harvard
4	"Classification of Value Orientations"	Stone & DeNevi
7	Pedogogy of the Oppressed & Panama Portrait	Freire & Stanley
8	Film "The Need to Achieve"	McClelland
9	Cultural Bases for Achievement	Various
10	Best of Chicano insight material	sub group
11	Best of Puerto Rican insight material	sub group
14	Best of Indigenous American material	sub group
15	"Bilingualism in the School"	group
16	"Planning a Bilingual Program"	group
17	Film "Four Families"	CFB
18	Summary: "Where It's At: A Plurolistic Curricular Orientation"	group

One warning: Our social world does not lend itself well to objective examination. Dissecting a frog is one thing. Dissecting human behavior is something else again because what one finds might make one look silly and that is the unkindest cut of all.

VI. 4. WORKSHOPS

4.A. Prof. Joyce Zuck, ESD Black
4.B. Prof. Jacinto Jenkins, ESD Spanish
ESL Multi-Ethnic
4.B. 1. & 2. Sample Participant-Prepared Materials

4. A. Professor Joyce Zuck, ESD Black

WORKSHOP: BLACK ESD GROUP

The point of departure for the materials workshop was the application of the findings of recent research to the definition of an "ideal language learning situation". Some basic principles from linguistics, sociology, psychology and pedagogy were used in describing this "ideal". Similarities and differences in native language learning, foreign language learning and second language learning were pointed out. Second language and alternative dialect were contrasted and the implications of each explored. Each participant was given the means for understanding and describing the "Ideal Situation" for each of his range of classes.

The "Ideal Situation" was then used as a goal to be approached as nearly as possible in each of the five areas of curriculum planning (selection, ordering, presentation, practice and evaluation). The five curriculum decisions were then applied to the development of effective communication skills in the four areas of listening, speaking, reading and writing.

The participants in the program were unanimous in their complaint that the structures of their individual teaching situations precluded any use of teacher constructed language lessons for group learning. The teachers agreed that the range of goals and abilities in their classes required individualized programed materials. Unfortunately, the teachers generally felt that for either administrative or financial reasons or both, they had little choice in materials selection. Therefore, the "Ideal" was used to evaluate and adapt the "Real". Instead of using the principles noted above to plan classroom materials which the teachers felt they would have little chance to utilize, the participants used the components of an ideal lesson to judge existing materials. The class described the relevant merits and weaknesses of specific texts they were familiar with. Comparisons were made between different approaches to language teaching and the teachers were encouraged to weigh the importance of specific characteristics of materials in text selection. Disadvantages were discussed from the standpoint of efficient supplementation.

In addition to describing the ideal language learning situation and text evaluation and supplementation, there were two other important goals for the workshop. These were 1) to provide the participants with a better understanding of the psycholinguistic features of the reading process and 2) to provide information about bibliographies, references and professional societies for an ongoing dialogue with other language teachers.

In order to provide maximum opportunity for sharing excitement and problems, each participant was encouraged to lead a short class discussion on some topic of ABE that he felt vitally concerned him. Some of these topics were: Social Atmosphere in the Classroom, Individualized Materials, Learning Centers, Absenteeism, and Motivation in Correctional Institutions.

Outline of the Ten Class Sessions

1. A. Assumptions about the nature of language, language learners and language teaching
   B. Classroom implications of the definition of language
   C. Five devisions for curriculum planning

- II. A. Presentation and practice - phonological system
  - B. Linguistic competence vs. communicative competence
  - C. Ordering of drills
  - D. "The Technical Skills of Teaching" applied to the language learning classroom
- III. A. Definitions of standard English
  - B. Socio-psychology and language learning
  - C. Coordinate and complex bilingualism
  - D. Bilingual vs. bidialectal
  - E. Classroom implications of sociological research
- IV. A. Socio-Psychology of the language learner
  - B. Functional and integrative bilingualism
  - C. Learner goals and teacher expectations
  - D. Student presentations
- V. A. "Cognitive Communication" - related to assumptions about language, language learners and language learning
  - B. "Communicative Urgency" - an approach to classroom activity
  - C. "Responsible Language Learning" - The role of the teacher vs. the role of the learner
  - D. Student presentations
- VI. A. Review of the Five Decisions for Curriculum Planning
    1. Selection
    2. Ordering
    3. Presentation
    4. Practice
    5. Evaluation
  - B. The role of programed materials in responsible language learning

1. Content - selection and ordering of teaching points
2. Format - presentation, practice and evaluation of teaching points

VII. A. The oral language - listening and speaking

B. Competence and performance

C. Receptive vs. productive skills

D. Foreign language, second language, second dialect - contrasts in teacher strategies

VIII. A. The written language - reading and writing

B. Oral language and written language - similarities and differences

C. Adult Basic Education and functional literacy

D. Beginning reading materials - viewed as end products of unstated assumptions about the nature of language and the psychology of language learning

1. Phoneme - grapheme correspondences
2. "Linguistic Readers"
3. "I. T. A."
4. "Dialect Readers"

E. Evaluation of existing beginning reading materials

F. Components of an ideal beginning reading lesson - experience approach modified for dialect speakers

IX. A. Adult Basic Education and the G. E. D.

B. Review of the reading process

C. Psycholinguistic expectations and Goodman's Miscue research

D. Reading in the content areas

E. Components of an ideal intermediate reading lesson - evaluation of reading materials

X. A. "Communicative Urgency" and language creativity

B. Composition - individual meaning systems and speaking and writing

C. Student responsibility and the concept of shaping

D. Competence, performance and habit formation

E. Language as a system - regularity and production patterns

1. The phonological system and spelling
2. The lexical system and levels of usage
3. The syntactic system and grammatical accuracy

F. Review of the course: The Teacher's Role in Development of Responsible Users of Standard English and "Effective Communication"

4.B. Professor Jacinto Jenkins, ESD Spanish

WORKSHOPS: SPANISH ESD GROUP

Texts for the course: Leonard Olguin, TV Study Guide: Solutions in Communication and Eleanor Wall Thonis, Teaching Reading to Non-English Speakers

This workshop was homogeneous in its composition and its goal was to apply linguistic theory to pragmatic TESOL instructional materials. One of the strongly unifying forces was the fact that the participants were bilingual and bicultural in the life and language of the Spanish speaking people. The participants were experienced teachers of ESL for the Spanish speaking adults. All had had some formal instruction in Spanish and English languages, but most were not too sophisticated in the phonetics of the Spanish and English languages, so it was decided that the emphasis on the instructional materials would focus on drills and exercises concerned with spoken English. One of the workshop goals was to investigate the reasons for phonetic and phonemic intereference coming from adult Spanish speakers. The workshop director built the course around the idea that ABE-TESOL teachers had a three pronged role: preventionist, diagnostician and therapist. In order to aid the teacher in this three sided role the professor in his class lectures and discussions pinpointed the methods, techniques, procedures, and instructional materials which would most help the ABE-TESOL teacher in the prepatation of instructional strategies and teaching tactics.

The excellent series of teacher training films by Leonard Olguin entitled Solutions in Communications served as the skeleton upon which the workshop members constructed their instructional materials. There were eight films in this series and the TV Study Guide was used as one of the class texts. All of these films were practical applications of psycholinguistic theory. Before each film was shown the professor would outline the areas to take special notice of. After the films were shown an active and often lively discussion would follow. As an outgrowth of each film the four class curriculum construction groups would develop various drills and exercises which were concerned with the problems brought out in the films. The films were employed as a springboard for the development of instructional strategies and materials for the workshop.

The first film was entitled "An Introduction of Schwa". The idea was clearly brought out that the most used sound in the English language is the schwa and that for the Spanish speaker this is the most difficult sound to learn as this does not exist in the Spanish language. The class developed the following strategy for attacking the schwa problem: 1) the ESL-Spanish teacher must teach the student to hear the schwa sound "uh" and to practice it with him until he does not confuse it with the "ah" sound, 2) the ESL-Spanish teacher should use visual aids such as flashcards with words and pictures which would help impress this new sound, and 3) the ESL-Spanish teacher must employ audio aids such as records, tapes, and language masters which would allow the student to listen to models of adults, male and female, old and young, and also of children speaking and using the schwa in the context of words and sentences. Each curriculum construction team took a Spanish name: Los Conejitos (Bunnies), Los Diablos (Devils), Los Amantes (Lovers), and Los Patitos (Little Ducks). Each team devised minimal pairs drills for installing the schwa sound.

The second film was entitled "Thirty Demons". This film focused in on the target of the multi-syllabic words which give the Spanish language-oriented people a great deal of difficulty due to the way these words begin, or end, or have consonant clusters which do not exist in the Spanish language. The most difficult of the 30 demons were: b, m, p, k, g, d, t, v, sh and j. The four teams after the film met and after lively planning discussions they devised short stories which emphasized one of the problem areas. An example of this was a terminal 'm' story. Each story gave much practice and repetition of the target sound.

"The Trouble with 'S'--Initial 'S'" was the third film with which the group became oriented to the seriousness of this phonetic and phonemic problem. The majority of the workshop participants were unaware of the phonetic basis of this problem that there was a voiced and voiceless 's' in standard English and in standard Spanish. The backward build-up technique was suggested as a device for helping with this problem. The four teams constructed contrasting initial 's' voiced and initial 's' unvoiced word lists for use in oral practice.

The fourth film was a great revelation for many of the workshopers. It was entitled "The Air Bubble". Most of the participants were aware that their students were having problems producing certain sounds in English, but did not know that the basis for much of this was the difference in the amount of air produced for the Spanish and English languages. It was rather dramatically illustrated in the film that you can utter longer phrases in Spanish than you can in English with one breath of air. During the class discussions five ways were enumarated for aiding the ESL-Spanish student to see if he is producing enough air or not: 1) candle, 2) match, 3) limp paper, 4) hand and 5) feather. The teams constructed one slot substitution drills emphasizing words with which the target sounds were employed.

"The Difficult 'Th' Sound" was the next film on the class agenda. This problem seemed to center around the fact that in Standard Latin American Spanish there is no voiceless 'Th' sound, yet there is a voiced 'th' sound in the intervocalic position with the letter 'd'. It was found that the difficulty for the Spanish speaker with the voiceless 'th' is that he has no aural record for this sound to draw from his sound bank. The teams met in their strategy corners and made their battle plans for attacking this problem. Lists of words with the voiced 'th' in initial, medial and terminal positions were developed. This same strategy was applied to the voiceless 'th' sound.

The sixth class meeting was centered around the film "Spanish Smootheners". The class attention was focused upon regressive assimilation and junctures. The smoothening characteristic of Spanish sounds when applied to the English language is vowel power upon consonants. The four teams huddled for 'brainstorming' concerned with the problems 'n' before 'k', hard 'g', 'b', 'v', 'p', or 'm' sounds. Their second attack front was concerned with 'b', 'v', 'd', or 'g' in the intervocalic positions. Lists of words with the problem sounds were developed for use in class drill sessions with their ESL-Spanish students.

"Other Pieces of the Puzzle" was the motivating film for illuminating some of the other fuzzy areas of phonological interference for the Spanish speaking adult who is struggling for mastery of the English sound system. The class was asked to consider how many sounds were employed in the production of English words which can be utilized in Spanish with no problem. Some of the problems attacked by the curriculum construction teams were the 'zh' sound, the English 'j' sound, the English 'h' sound, the English retroflex 'r' sound, the English 'l' sound, the intervocalis 's' sound and the development of the English glide-off sounds. The teams constructed practice sentences with the problem areas in preponderance along with practice word lists.

The final film was entitled "A New Look at 'Jack Be Nimble'". A general review of all the salient points of the preceeding films was presented and ESL Spanish teachers were given hints on how these ideas can be applied to existing material. The two final areas to be attacked were intonation and word order (syntax). Primary stress for the teams was given to intonation drills. The groups met and devised drills for helping to install a new note into the tone system of the Spanish language-oriented student.

As a culmination activity the workshop was asked to meet in their teams and devise a list of 15 of the most essential words that a beginning ABE student with a Spanish language background would need on his first night in class. Each group presented their list and the usefulness of the various words were discussed. The groups revised their lists and then they were given the problem of constructing a dialogue out of the 15 words. The dialogues were read to the whole class and the next task was to identify the points of the greatest interference and to underline these in the dialogue. After this each group made minimal pairs drills, simple repetition drills, expansion drills and transformation drills. The final task was to construct a dialogue for an emergency situation and then to devise mimicry-memorization drills which were to not only be concerned with pronunciation and comprehension , but also to teach some culture concerning the U. S. A. The two holidays, the Fourth of July and Thanksgiving were the two holidays decided upon.

On the first day of class a 100 item true or false pre-test was given to the members of the workshop. The papers were exchanged and marked in the class. The papers were returned to the various students so that they could see their errors and a discussion of various points was held. The papers were returned to the professor who kept them for use in comparison with the post-test so that an indication of learning gain might be demonstrated. The pre-test was given primarily for the purpose of a diagnostic exercise and the post-test was for the purpose of measuring achievement of the workshop goals. The post-test was given the last day of class and was the same test as the pre-test.

It is the opinion of the professor of this couse that a great deal of interest was generated, total participation developed through the curriculum construction teams and that valuable instructional materials were developed by the participants with the professor often assuming the role of group or individual advisor. The use of the pre-test, post-test format indicated that substantial learning had taken place in regard to the phonetics, phonemics and methodology of ESL Spanish instruction. It was the aim of the professor to provide the participants with a teaching practice oriented workshop where phonetic and phonemic theory could be translated and applied to actual ESL Spanish teaching situations. It is my belief that through my observations of discussions with individuals and groups, and by analysis of pre-test and post-test scores that this aim was achieved.

4.B. Professor Jacinto Jenkins, ESL Multi-Ethnic

WORKSHOP: ESL MULTI-ETHNIC GROUP

Text for the course: Mary Finocchiaro, Teaching English as a Second Language (revised and enlarged edition)

This workshop was hetergeneous in its composition as we had ESL Multi-Ethnic teachers who came from ABE Centers where many students are from various foreign language backgrounds. Due to this nature of the class various examples of foreign language interference (negative transfer of phonology, morphology, syntax, orthography and lexicon) were employed to illustrate a broad spectrum of EFL problems. This workshop was coordinated with the Seminar in Applied Linguistics, the Cultural Seminar and the Microteaching Laboratory. The objective was to maximize the total effect these four seperate areas would have on the development of competent ABE-TESOL teachers.

The first day of class was devoted to handing out various dittoed materials, the class textbooks, and administering the 100 item true or false pre-test. This pre-test was primarily diagnostic in nature and was developed by the professor of this workshop. After the test the papers were exchanged, marked and returned to their owners. A class discussion was then held concerning the various questions missed and why this occured. The papers were then collected by the professor and kept until the end of the course. At the final day of the course the post-test was given, which was identical in number of questions and to the content. The primary purpose of the post-test was achievement in nature. The scores of the pre-test and post-test were compared so that an indication of learning gain could be measured.

The second day of class was devoted to organizing the class into four curriculum construction teams. Each team was given a team name: the Chop Sticks, the Pretzels, the Cabbages and the Pizzas. The class schedule was discussed and what the workshop goals would be. It was decided that emphasis would be placed on the three roles of the EFL teacher as a Preventionist, Diagnostician and Therapist. It also was decided that the curriculum materials and methodology would be pragmatic and eccletic in nature. The emphasis on instructional materials would focus on drills and exercises concerned with spoken English as a vehicle of communication with secondary emphasis on reading and writing. It was clearly pointed out by the professor that if communication is to have primary importance then phonemics must have a key position in the various teams minds. The professor explained the nature of interference (negative transfer) and the differences between phonetics and phonemics. The application of linguistic principles was also brought to the attention of the class. It was decided to look at how the English language system worked in relation to other language systems and how this information might be of invaluable aid to the EFL teacher in development of instructional strategies and teaching tactics.

The third day was devoted to sounds and symbols of standard American English. Each class member was asked to contribute whatever experiences he might have had in working with EFL students with various foreign language backgrounds. A list was made of certain features of such languages as French, German, Italian, Chinese, Russian, etc. which would cause linguistic interference for the student attemtping to learn English as a Foreign Language. The curriculum construction teams were then asked to devise various instructional strategies and develop instructional materials for coping with the problems of interference which we had identified at the beginning of the class.

The forth day was concerned with the difference between normative (prescriptive) grammar and descriptive grammar. The new concept of transformational grammar was discussed. The various lists were read to the class and discussed. New lists were read to the class and discussed. New lists were then devised and a new task was given to construct a dialogue out of these 15 words. From the dialogue the various phonological problems were isolated and pattern drills were constructed to aid in the attack on these problem areas.

The fifth day was concerned with dialogues for emergency situations and for applying for a position. The class lecture was centered around the importance of controlling vocabulary and the avoidance of teaching by long lexical lists of categories. The importance of teaching vocabulary through use of visual props (pantomine, flat pictures, realia, etc.) was indicated. Each team formulated dialogues and isolated the phonological and structural areas of instructional attack. An assignment was given to one of the teams to develop an instructional strategy for team teaching the class on the following day the ITA (initial teaching alphabet).

On the sixth day the team assigned to team teach the ITA explained the rationale for ITA, presented the pros and cons for this methodology, and then proceded to teach the class in its use. For the second hour of the workshop the teams were asked to develop a lesson on teaching a reading lesson to non-English speakers. An assignment was given to one of the teams to develop a lesson and to team teach it on words in color for use in the EFL class.

The seventh day found the class deep into the area of learning to introduce print through the employment of color. The class was team taught this concept and given practice in its use as a teaching-learning device. The class met for the second hour in the team corners to plan their attack on the problem of teaching writing in the EFL class. Each team was to develop a lesson and instructional materials for teaching writing. An assignment was given to one of the teams to do a team taught lesson on some content area (social science, mathematics, science, etc.) using EFL as the vehicle of such instruction.

On the eighth day the class was team taught a content area for the first hour. The second hour the various teams were asked to develop a story with a tightly controlled vocabulary concerned with the Fourth of July and Thanksgiving. Pattern drills were constructed from the sentences developed in the stories. The assignment for the final team taught lesson was on individualized instruction. The team was to present first the rationale for individualized instruction, then its assets and liabilities and finally to pass out a one page dittoed sheet of an individualized lesson.

The ninth day found the class deep into individualized instruction. The strong and weak points of individualized instruction were clearly zeroed in on by the team teachers. After a lively class discussion each class participant including the professor was given the task of doing a short lesson with an individualized format. After this the entire class critiqued the individualized lesson. The teams met for the second hour to construct intonation drills which would contrast a statement, a question, and an exclamation of the same lexical items (for example: This object is for sale. I object to his insinuations. I am readin for content. The cows are content.).

The tenth day was for final summary and for administration and marking of the post-test. Each student was able to see just how much growth he or she had made during the workshop.

The ESL Multi-Ethnic workshop was made aware overtly and covertly of the great inter-relationship of the workshop with their other classes at the Institute. Everyone felt that student participation had been maximized and that the instructional strategies and materials which were outgrowths of the class lectures, team teachings and team assignments had been functional and highly appropriate to ESL Multi-Ethnic instruction. It was the concensus of the workshop that the goal of presenting methods, techniques, procedures and materials for pragmatic and ecclectic use by the participants had indeed been achieved. The enthusiam generated by the participants, the quality of the materials developed, the observations of the professor both individually and collectively of the workshopers and the scores of the pre-test and post-tests did most certainly indicate that learning gains had been made.

4.B.1. Professor Jacinto Jenkins, ESD Spanish

SAMPLE PARTICIPANT-PREPARED MATERIALS

Los Amantes

The 'th'

Initial		Medial		Terminal	
voiced	voiceless	voiced	voiceless	voiced	voiceless
these	think	feather	something	clothe	cloth
those	thank	gather	healthy	bathe	wrath
they	thought	mother	birthday	smooth	both
that	through	brother	Arthur	breathe	birth
this	thick	father	plaything	lathe	math
the	threat	rather		loathe	with

Los Bonitos

Culture Minicry-Memorization Drills

Fourth of July

1. July 4th is a national holiday.
2. The city will hold a parade.
3. My daughter will ride on a float
4. There will be seven bands.
5. The day will end with fireworks.

Thanksgiving

1. The Pilgrims started Thanksgiving.
2. Thanksgiving is a harvest celebration.
3. Turkey is the day's traditional meat.
4. Football games follow dinner.
5. The women wash the dishes.

Los Conejitos

One Slot Consonant Cluster That Don't Exist in Spanish

I'm going to sleep.
"   "   " scream.
"   "   " skip.
"   "   " stop.
"   "   " smile.

I saw a whale.
" " " wheel.
" " " whistle.
" " " whopper.
" " " whip.

Take these to mother.
" this " "
" that " "
" those " "
" them " "

Los Conejitos

Intonation Pairs

1.	project	project	1.	Project your voice. He worked on the project.
2.	refuse	refuse	2.	The refuse from the picnic littered the park. I refuse to comply.
3.	contrast	contrast	3.	Their voices contrast. Contrast the books.
4.	conflict	conflict	4.	The conflict was heatedly waged. The opinions conflict.
5.	produce	produce	5.	The produce department is busy. We must produce better materials.
6.	protest	protest	6.	He attended the protest. He will protest such treatment.
7.	desert	desert	7.	The Sahara desert is huge. He plans to desert the army.
8.	discount	discount	8.	This is a discount store. Do not discount these evil omens.

Los Diablos

Terminal 'M' Story

Silm Jim was the dream of the classroom scene. He swam in record time for the Ram Team. The boom of the drum broke the autumn calm and all those who swam were off with a wham. As they swam, the Rams were beating the Lambs. The hopes of the Lamb Team were dim and slim that they would reach the rim of the dam. They were losing their steam and doom loomed, but all they could hear was boom, boom. Slim Jim swam to the rim. Waiting for him was Kim with a bottle of Rum filled to the rim. Slim Jim and Kim left arm in arm with a happy gleam in their eyes.

Los Molos

Double Substitution Drill

I	want	a	dress.
	need		car
	desire		coat
	see		hat
	smell		skunk
	drove		truck

Expansion Drill

I need
I need friends.
I need intelligent friends.
I need very intelligent friends.
I always need very intelligent friends.

Los Molos

Intonation Drill

1. There is a fire.
There is a fire?
There is a fire!

2. He is here.
He is here?
He is here!

3. You are getting married.
You are getting married?
You are getting married!

4. Los Molos is a very smart group.
Los Molos is a very smart group?
Los Molos is a very smart group!

5. You have money.
You have money?
You have money!

Los Patitos

The 'th' Sound

Initial		Medial		Terminal	
voiced	voiceless	voiced	voiceless	voiced	voiceless
these	think	rather	wether (m.p.)	smooth	birth
those	thank	farther	cathedral	clothe	broth
that	thin	weather (mp)	mythology	loathe	wealth
the	thick	lather	method	bathe	fifth
them	three	other	Catholic	lathe	fourth
	throw	brother	Lutheran		forth
		father			north
		mother			south
					wreath
					wrath
					lugueath

Las Tortugas

Vocabulary

come
have
how
I
you
the
fine
job

need
are
where
me
A
with
hello

Helping a Friend

Pedro: Hello, I'm Pedro.
Miguel: Hello, I'm Miguel.
Pedro: How are you?
Miguel: Fine, how are you?
Pedro: Fine, I have a job.
Miguel: Where?
Pedro: The A & P.
Miguel: I need a job.
Pedro: Come with me.

4. B. 2. Professor Jacinto Jenkins, ESL Multi-Ethnic

SAMPLE PARTICIPANT-PREPARED MATERIALS

The Cabbages at the Supermarket

Mrs. Yankee: Let's get a shopping cart. The store is crowded this afternoon.
Mrs. Newcom: Why do so many people shop on Fridays?
Mrs. Yankee: Yesterday was payday and people shop for the weekend. Let's go to the meat department.
Mrs. Newcom: Do they sell fish at the meat department?
Mrs. Yankee: Yes.
Mrs. Newcom: Here's the fish. I'll take this one. It looks fresh.
Mrs. Yankee: Now I'd like to go to the produce department.
Mrs. Newcom: What do they sell there?
Mrs. Yankee: Fresh fruits and vegetables. I want 6 ears of corn, a head of lettuce, 6 apples, and some bananas.
Mrs. Newcom: I need tomatoes and 2 cabbages. Oh, I almost forgot I need rice.
Mrs. Yankee: Well, I guess we're ready to check out.
Mrs. Newcom: Yes, it's getting late.

The Grocery Store

Words

store
milk
I'm
fruit
oranges
grocery
cabbage
some
bread
meat
beef
apples
vegatables

Points to be Emphasized

I'm
I'm going
I'm going to/buy
I'm goint to/the store

Phonetic

grocery
bread
rice
fruit
orange
vegetables

Mrs. Chinn: I'm going to the grocery store.
Mrs. Ng: What are you going to buy?
Mrs. Chinn: I'm going to buy some milk, bread and rice.
Mrs. Ng: Are you going to buy meat, vegetables and fruit?
Mrs. Chinn: Yes, beef, cabbage, oranges and apples.

John

John is a student. He lives in Sandburg Towers. He gets up every morning at seven o'clock. John eats breakfast in the snack bar. He walks to class with his friends. His classes are over at twelve o'clock. Then he goes to work.

1. What is John?
2. Where does he live?
3. When are his classes over?
4. What does he do after classes are over?

How Hamburgers Helped Howard Hammer

Howard Hammer had a hard decision to make. He and his hungry family lived in a house on the hill. Howard Hammer built houses. He was asked to build a hotel or a hamburger stand. Howard's heart was heavy, for his family was hungry. He needed the hotel's money, but he loved hamburgers. Howard Hammer became a hero! He built a hamburger stand in the hotel. The Hammer's were happy for the hamburgers helped their hunger.

'S' on the end of English Words

I came to the United States by plane. My aunt's family came to meet me. She meets all of her friends at the airport. This made me very happy because I don't like taxis and hotels.

Her boys and girls are my cousins. I brought presents for them. Carmen plays the guitar, so I brought her a new one. John's present is a sombraro, and he thinks it's wonderful. I brought toys for the others. They like my visits!

Microlesson - Compound Words

Goal: Teaching of compound words, like door and bell, showing that they may be written together to form one word. The stress normally falls on the first of the two words when they are put together.

Outline:

A. Read (teacher) short dialogue aloud while students follow on their handout sheets.

B. Teacher calls on individual students to read part of dialogue. Pays attention to pronunciation. Immediately stop student making a mistake and model word correctly. Student repeats.

C. Teacher explains that stress is on first word of the compound.

Microlesson - Compound Words--continued

D. Asks students to take parts in dialogue, constantly watching for errors in pronunciation. Stop, model and have students reread when necessary.
E. Write a few compound words on the board as:

door + bell = ________________

sales + man = ________________

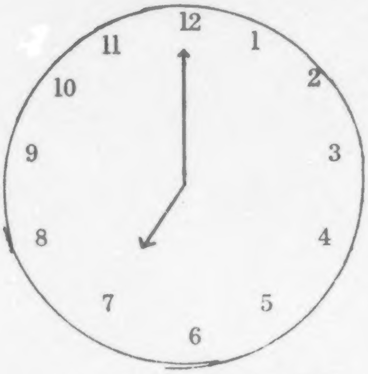
Dialogue

John:	Who rang the doorbell?
Mary:	It was a salesman selling tickets to the policemen's ball. I bought two.
John:	When will it be?
Mary:	Next week, right after payday.
John:	Where will it be?
Mary:	In the Roseland Ballroom on Highland Avenue.
John:	But that's way downtown. What if there's a snowstorm?
Mary:	Oh, don't be a killjoy! Let's go.

The Pizzas

Time

1. Look at the clocks and write in words what time it is. (See example a.)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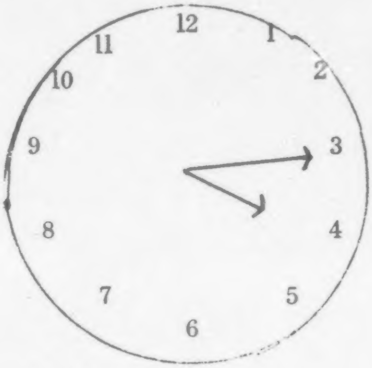
A. It's seven o'clock.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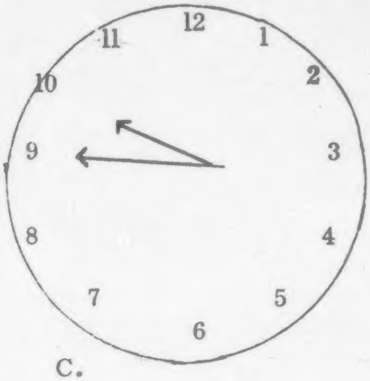
B.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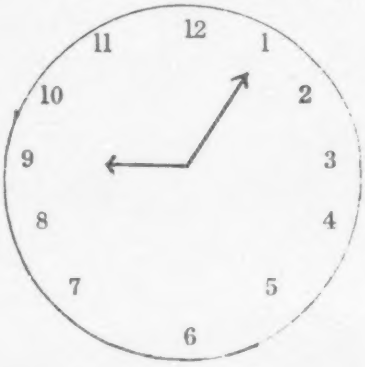
C.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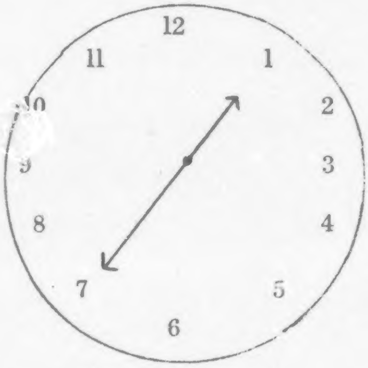
D.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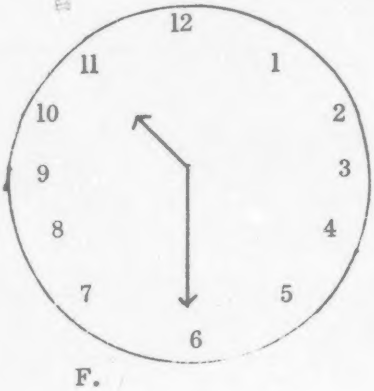
E.


12
1
2
3
4
5
6
7
8
9
10
11

F.

Time--continued

2. Look at the time written in words. Write the time in numbers.

   Example: Three fifteen - 3:15

   a. Quarter to two
   b. Eleven twenty-five
   c. Half past eight
   d. Twenty to six
   e. Nine fifty

3. Look at the time in numbers. Add 15 minutes to it and write the new time.

   Example: 4:15 + 15 minutes = 4:30

   a. 12:00 + 15 minutes =
   b. 2:45 + 15 minutes =
   c. 5:05 + 15 minutes =
   d. 8:50 + 15 minutes =
   e. 10:35 + 15 minutes =

4. Look at the time in words. Write each of these in a different way.

   Example: It's quarter past five - It's quarter after five

   a. It's three thirty
   b. It's quarter of nine
   c. It's five minutes after one
   d. It's ten minutes to seven
   e. It's eight forty-five

5. Time is written with a.m. or p.m. to show if it is before or after noon. Write a.m. or p.m. after each time.

   Example: 3:15 in the afternoon - p.m.

   a. 1:30 in the morning
   b. 12:15 in the afternoon
   c. 6:00 in the evening
   d. 10:20 in the morning
   e. 9:35 at night

VI. 5. MICROTEACHING LABORATORY

(by Professor Jacinto Jenkins)

Although microteaching as a teacher training device has been around since 1963, there are still fairly large numbers of teachers and the public as a whole who do not know what it is and how it works and even more important why do we need it.

The principles concerned with microteaching have been, at least in part, with us for some time. Coaches of sports, such as track, football, basketball, baseball, etc. have been filming and most recently videotaping their teams in action for the purpose of viewing privately and also with the group of players concerned. The viewing was used as a form of evaluation and critique of what had gone on in previous games. The action was analyzed and the coach and the other members of the team gave advice on correcting certain events and used the film or tape as a basis for the preparation of new strategies to supplant the inefficient one. Scientists and engineers have also used film and tape to make motion studies and to observe in slow motion how different material react to stress. Most recently the National Safety Council has used film to study what happens to an individual when he is involved in an accident in his car. The type of information secured by the coaches, scientists and engineers through the use of film and videotape can for the most part be obtained by those engaged in teacher training also, as the teaching act can be analyzed in a similar manner.

Microteaching was first pioneered and explored at Stanford University in the Secondary Teacher Education Program (STEP) under the guidance and direction of Dr. Dwight Allen, new Dean of the School of Education at the University of Massachusetts. It came on the scene as an attempt to offer the intern teachers a concrete device for improving their teaching performances and as a vehicle for supervision by the STEP supervisory staff. As a consequence of these activities it also became intimately involved in teacher training and supervision research.

Basically, microteaching involves focusing attention on teaching behavior and provides a setting for controlled practice. The microteacher is afforded the opportunity of perceiving his or her progress in various teaching skills. The microteacher receives satisfaction when guided practice leads to improvements in teacher-student interaction. One very strong point for the use of microteaching is that it provides teachers with a practice setting for instruction in which the normal complexities of the classroom are reduced and in which the teacher receives a great deal of feedback on his teaching act. To minimize the complexities of the teaching encounter, several dimensions are reduced. The components of this reduction are 1) the nature of the lesson, 2) the length of the lesson, and 3) the number of the students. With this controlled teaching encounter the microteacher, the microteaching supervisor and the microteacher's peers are able to focus their attention on training for the accomplishment of specific tasks, or on specific subject matter content. In the microteaching laboratory at this ABE-TESOL Institute the lessons usually focused upon one task (grammatical structure, oral comprehension, pronunciation drill, culture content, etc.) and were rarely more than five minutes in length. The number of students was limited to four and all were given the opportunity of microteaching at least once. The microlessons were always videotaped for immediate replay. The object of microteaching at this Institute was to enable the microteacher to practice significant classroom behaviors, and where desirable or necessary, to repeat the microlesson, making whatever changes the microteacher, the microteaching supervisor and the other members of the microteaching laboratory class might feel were necessary, and then reteach the lesson. Thus the microteaching laboratory is a place which provides for teaching practice, allows an opportunity for teaching skill development and refinement, provides an outlet for trying out new curricular materials and for developing new instructional techniques. It is a place where the teacher can find a safe, realistic setting in which to develop professional competencies.

At this Institute the microteaching schedule consisted of one entire day for each of the three areas (ESD-Black, ESD-Spanish and EFL-Multi-Ethnic) for the purpose of orientation to the microteaching laboratory. During this day the microteaching students attended only the laboratory and did not attend any other classes at the Institute. After the initial orientation day each group was scheduled for a block of three consecutive days of concentrated microteaching laboratory practice. (See following schedules.)

A typical microteaching laboratory class generally consisted of the following elements:

1) Pre-conference between the microteaching supervisor and the microteacher. The content of the lesson, the method to be employed and the materials to be used were agreed upon.

2) Teaching of the actual lesson while the videotape operator taped it.

3) Post-conference was held between the microteaching supervisor and the microteacher. The supervisor offered a critique of lesson and then has the teacher view the tape as it was replayed. The other class members also criticized the lesson.

4) If necessary, the microteaching supervisor had the microteacher reteach the lesson, keeping in mind the points which needed improvement or refinement.

5) A final conference was held between the microteaching supervisor and the microteacher. All improvements or refinements were pointed out. This positive reinforcement provided the teacher with a sense of accomplishment.

MICROTEACHING SCHEDULE

ENGLISH AS A SECOND DIALECT - BLACK

TIME	ROLE	INTRODUCTORY TUESDAY 8-1 DAY		FRIDAY 8-4		MONDAY 8-7		TUESDAY 8-8	
		Clsrm #1	Clsrm #2	Clsrm #1	Clsrm #2	Clsrm #1	Clsrm #2	Clsrm #1	Clrsm #2
8:30 to 10:00	Micro-Teacher	Burns	Channell	Covel	Cracchiola	Burns	Channell	Covel	Cracchiola
	Students	Covel Fiskum Lacey	Cracchiola Moore Muckerheide	Burns Fiskum Lacey	Channell Moore Muckerheide	Covel Fiskum Lacey	Cracchiola Moore Muckerheide	Burns Fiskum Lacey	Channell Moore Muckerheide
	ABE Supervisor	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabet
10:00 to 11:30	Micro-Teacher	Fiskum	Moore	Lacey	Muckerheide	Fiskum	Moore	Lacey	Muckerheide
	Students	Burns Covel Lacey	Channell Cracchiola Muckerheide	Mar Williams Woody	Rooney Cracchiola Moore	Burns Covel Lacey	Channell Cracchiola Muckerheide	Rooney Woody Fiskum	Martin Cracchiola Mar
	ABE Supervisor	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth
12:30 to 2:00	Micro-Teacher	Rooney	Williams	Woody	Martin	Stokes	Williams	Woody	Martin
	Students	Woody Stokes Channell	Martin Burns Covel	Rooney Stokes Channell	Williams Burns Covel	Woody Rooney Channell	Martin Burns Covel	Rooney Stokes Covel	Williams Burns Muckerheide
	ABE Supervisor	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth
2:00 to 3:30	Micro-Teacher	Stokes	Rooney	Moore	Lacey	Stokes	Muckerheide	Rooney	Woody
	Students	Moore Lacey Woody	Fiskum Williams Muckerheide	Martin Stokes Rooney	Williams Cracchiola Woody	Fiskum Moore Lacey	Rooney Williams Martin	Williams Covel Martin	Stokes Moore Channell
	ABE Supervisor	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth

Classroom #1 - SCE149 (v.t.r. operator - Jack Gonyo)
Classroom #2 - SCE160 (v.t.r. operator - Loren Clear)

MICROTEACHING SCHEDULE

ENGLISH AS A SECOND DIALECT - SPANISH

TIME	ROLE	INTRODUCTORY DAY WEDNESDAY 8-2		WEDNESDAY 8-9		THURSDAY 8-10		FRIDAY 8-11	
		Clsrm #1	Clsrm #2	Clsrm #1	Clsrm #2	Clsrm #1	Clsrm #2	Clsrm #1	Clsrm #2
8:30 to 10:00	Micro-Teacher	Brattin	Casey	Cruz	Figueroa	Brattin	Casey	Cruz	Figueroa
	Students	Cruz Vargeson Klug	Figueroa Leen Lockard	Brattin Vargeson Klug	Casey Leen Lockard	Cruz Vargeson Klug	Figueroa Leen Lockard	Brattin Vargeson Klug	Casey Leen Lockard
	ABE Supervisor	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth
10:00 to 11:30	Micro-Teacher	Vargeson	Leen	Klug	Lockard	Vargeson	Leen	Klug	Lockard
	Students	Brattin Cruz Klug	Casey Figueroa Lockard	Brattin Cruz Vargeson	Casey Figueroa Leen	Brattin Cruz Klug	Casey Figueroa Lockard	Brattin Cruz Vargeson	Casey Figueroa Leen
	ABE Supervisor	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth
12:30 to 2:00	Micro-Teacher	Martinez	Montoto	O'Connell	Saavedra	Martinez	Montoto	O'Connell	Saavedra
	Students	O'Connell Shevach Vergara	Saavedra Torea Vela	Martinez Shevach Vergara	Montoto Torea Vela	O'Connell Shevach Vergara	Saavedra Torea Vela	Martinez Shevach Vergara	Montoto Torea Vela
	ABE Supervisor	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth
2:00 to 3:30	Micro-Teacher	Shevach	Torea	Vergara	Vela	Shevach	Torea	Vergara	Vela
	Students	Martinez O'Connell Vergara	Montoto Saavedra Vela	Martinez O'Connell Shevach	Montoto Saavedra Torea	Martinez O'Connell Vergara	Montoto Saavedra Vela	Martinez O'Connell Shevach	Montoto Saavedra Torea
	ABE Supervisor	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth

Classroom #1 - SCE 149 (v.t.r. operator - Jack Gunyo)
Classroom #2 - SCE 160 (v.t.r. operator - Loren Clear)

MICROTEACHING SCHEDULE

ENGLISH AS A FOREIGN LANGUAGE

TIME	ROLE	INTRODUCTORY DAY THURSDAY 8-3		MONDAY 8-14		TUESDAY 8-15		WEDNESDAY 8-16	
		Clsrm #1	Clsrm #2	Clsrm #1	Clsrm #2	Clsrm #1	Clsrm #2	Clsrm #1	Clsrm #2
8:30 to 10:00	Micro-Teacher	Cohen	d'Aliberti	Durbin	Fenton	Cohen	d'Aliberti	Durbin	Fenton
	Students	Durbin Lui Nussbaum	Fenton Manganiello Parent	Cohen Lui Nussbaum	d'Aliberti Manganiello Parent	Durbin Lui Nussbaum	Fenton Manganiello Parent	Cohen Lui Nussbaum	d'Aliberti Manganiello Parent
	ABE Supervisor	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth
10:00 to 11:30	Micro-Teacher	Lui	Manganiello	Nussbaum	Parent	Lui	Manganiello	Nussbaum	Parent
	Students	Cohen Durbin Nussbaum	d'Aliberti Fenton Parent	Cohen Durbin Lui	d'Aliberti Fenton Manganiello	Cohen Durbin Nussbaum	d'Aliberti Fenton Parent	Cohen Durbin Lui	d'Aliberti Fenton Manganiello
	ABE Supervisor	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth
12:30 to 2:00	Micro-Teacher	Mar	Rocha	Corrao	Villa	Mar	Rocha	Corrao	Villa
	Students	Corrao Shaw Orton	Villa Schaefer Nagaishi	Mar Shaw Orton	Rocha Schaefer Nagaishi	Corrao Shaw Orton	Villa Schaefer Nagaishi	Mar Shaw Orton	Rocha Schaefer Nagaishi
	ABE Supervisor	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth
2:00 to 3:30	Micro-Teacher	Shaw	Schaefer	Orton	Nagaishi	Shaw	Schaefer	Orton	Nagaishi
	Students	Mar Corrao Orton	Rocha Villa Nagaishi	Mar Corrao Shaw	Rocha Villa Schaefer	Mar Corrao Orton	Rocha Villa Nagaishi	Mar Corrao Shaw	Rocha Villa Schaefer
	ABE Supervisor	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth	Kluwin	Sr. Elizabeth

Classroom #1 - SCE 149 (v.t.r. operator - Jack Gunyo)
Classroom #2 - SCE 160 (v.t.r. operator - Loren Clear)

VI. 6. FIELD TRIPS TO LOCAL ABE CENTERS (Co-curricular Activities) (by Professor Jacinto Jenkins)

As an integral part of the 1972 ABE-TESOL Institute two field trips were held. The field trips were planned and provided for the Institute participants so that they might get first hand observational experience of what is being done in the Milwaukee area in the way of Adult Basic Education. It was held by the faculty that such field trips would provide an insight into two metropolitan area ABE Centers which were fine models of this type of educational enterprise. These two trips greatly reinforced the participants concepts of ABE Programs, brought new viewpoints regarding curriculum and materials and provided an experience in viewing actual ABE-TESOL classes in operation.

The first trip was to El Centro Hispano-Americano which was located on Milwaukee's south side in the heart of the Spanish speaking barrio. Although this center was originally a Spanish Center, the ABE Program serves speakers of all language backgrounds and offers a home tutoring program along with center classes and classes in outlying areas. The field trip participants observed ESL classes, literarcy in Spanish classes and saw the operation of an inexpensive, independent unit foreign language laboratory. The entire group was highly impressed with the abundance of audio-visual equipment and the fine collection of instructional materials. Many of the UWM Institute participants were given the opportunity to talk with students of El Centro Hispano in both English and Spanish. After a thorough tour of this center the field tripers visited the driver education classes held in the nearby Bruce Guadalupe School where bilingual instruction was provided for adults from the Spanish speaking community. From this school the group went to the Spanish Outreach Center of the University of

Wisconsin-Milwaukee. This is a branch of UWM which is located in the Spanish speaking barrio of Milwaukee and is located across the street from El Centro Hispano-Americano.

The director met with the Institute students. He gave an outline of the history, goals and activities of this adjunct of UWM. After this the discussion was thrown open to questions and answers session. From this many of the UWM students came away well informed as to just what UWM was doing with their branch office in the Spanish speaking barrio of Milwaukee.

The second trip was to the Opportunity Industrialization Center (OIC) of Milwaukee. This center was located in a former movie theater which had been reconditioned to meet their educational needs. The school plant was large, spacious and very well equipped. The school faculty was enthusiastic about their mission at this center. The faculty and staff was large and appeared to be highly dedicated to their work. It was noted that the majority of the students were Black adults, however, there was a minority of whites in attendance. The UWM students were divided into two groups and were taken on a guided tour of the center. Each group was allowed to visit the various classes and were afforded the opportunity to talk with both students and the faculty. After the tour both groups reassembled and met with the administrator and a small group of faculty members for a question and answer session. It was the general consensus of the group that this center field trip was a revelation to the vast majority of the Institute students and faculty, of the fine progress being accomplished in this ABE Center.

VI. 8. OUTLINES of CONSULTANTS' CONFERENCES

Professor Elaine Bartel

INDIVIDUALIZED INSTRUCTION: Outline of Presentation

I. Learning - an individual matter

  A. Each student unique

  B. Learning styles differ

  C. Media, materials, programs must be varied

II. Role of the Teacher

  A. Facilitator

  B. Must fit program to the learner

III. Curriculum Development

  A. New Curriculum or program must be eased in

  B. All-or-none program usually ineffective

  C. Individualized program not best for all at same time or to same degree

  D. Transitional program most effective

    1. A study of "what is"

    2. A goal-setting session

    3. Setting priorities for change

    4. Program implementation

  E. Development of a record-keeping system

IV. Teacher-Pupil conference - heart of the program

Dr. Gordon F. Burgess, M.D.

MEDICAL RESOURCES & AGENCIES AVAILABLE to the ADULT STUDENT

The administrative machinery for the control, organization and delivery of health care is complex, vast and difficult to comprehend in its entirety even by those intimately involved in the various health fields. The almost weekly alterations, additions, deletions and implementations on national, state and local levels make logical and useful comparison difficult. The resultant perplexity is not improved by administrative overlapping or the alphabetic nomenclature of the many facilities and agencies.

There seems to be a prevalent myth in most communities that these health services are difficult to obtain and are available to a minority of individuals. On the contrary, the medical resources in all areas of physical, mental and environmental health are available to the majority of people; however, the administrative complexity creates confusion and frustration among citizens seeking service and assistance.

Because of the impracticality of enumerating and describing the health care facilities nationwhide, Wisconsin and Milwaukee will be utilized as a representative model to illustrate the primary resources and agencies available.

I. FEDERAL: 27 billion dollars allocated for health programs in 1972

   A. H.E.W. (Health, Education and Welfare): 17 1/2 billion dollars

      1) A vast program but too much overlap and reduplication

      2) Contains agencies and programs for the formation of health centers; distribution of health care; alcohol and drug abuse; rehabilitation services; and migrant health care programs; and numerous other services. However, too many people are providing similar help in duplicate

agencies and bureaus. Community and state agencies are confronted with a confusing complex of funding sources and purposes with a resultant waste in manpower, resources and delivery of service.

B. Medicare - Medicaid Program: Title 19

1) This program is available to the welfare level low income individual or family in need of medical assistance

2) Includes payment of hospital, doctor, dentist, drug and medical appliance costs

3) Information: Contact Medicair-Local Service Administration Office or local Welfare Agency.

C. Health, Maintenance Organization (H.M.O.): 3.5 billion dollars

1) Composed of various types of contract prepaid group practice plans to provide comprehensive health services to subscribers 24 hours a day 7 days a week.

D. Office of Economic Opportunity (O.E.O.)

1) Fifty (50) funded neighborhood health centers at present with plans for more. Primarily in large cities in low income areas.

2) The "Outreach Program": to affiliate appropriate social services and environmental health programs to the health centers.

3) Health centers administered by community agencies, non-profit groups, community hospitals and local health departments.

4) Information: Contact nearest United States Office of Economic Opportunity of local Department of Public Health.

E. Veterans Administration

1) Nationwide availability for treatment of all acute, chronic and rehabilitation problems with a military service association.

II. STATE, COUNTY and CITY HEALTH DEPARTMENTS

1) Each Health Department takes varying responsibilities for health care and disease control in its own area.

2) Each department (state, county and city) is autonomous but will provide service, care or consultation if needed or not available in another health department.

3) The majority of the public health programs include: General Nursing Care; immunization clinica; maternal and child health services; expectant parents classes; school nursing; T.B. and V.D. testing, treatment and follow-up. Many units have multiphasic blood testing with computer processing and dissemination of results to personal physician or health center.

4) Information: Contact appropriate health department; e.g., Milwaukee Department of Public Health, Division of Health - State of Wisconsin.

III. STATE, COUNTY and CITY HOSPITALS

1) Immediate care for emergency medical or surgical situations is invariably available

2) Routine medical care and out-patient services available but sometimes delayed due to waiting lists and understaffing.

3) Charges on a per diem or per visit basis and prorated on ability to pay.

IV. COMMUNITY AGENCIES

These facilities vary considerably from one geographic area to another; however, in cities of 25,000 population or over the majority of the described services will be available so appropriate referral can be effected.

A. United Community Services (U.C.S.)

1) 2,500 agencies in U.S.A. and usually located in cities having 25,000 or more people. These agencies provide medical and para-medical services for individuals in a designated geographic area surrounding or adjacent to the agency-city.

2) Local agencies frequently have different names: e.g., United Fund, Health Crusade Fund, etc.

3) All are, at present, privately funded through voluntary contributions solicited from the people of the area serviced.

4) The primary intention and goal of the agency is to establish priorities in areas of greatest need, and then funding that particular service or services within an existing community organization.

5) The U.C.S. endeavors by appropriate funding of specific needed services to enable the individual or family to become self-sufficient, self-supporting and independent of the welfare service.

6) For example the United Fund (Milwaukee, U.C.S.) funds services in 65 separate local agencies.

Typical of the categories of service and care are:

a) Homeless and problem children - adoption, foster care and institucare and treatment

b) Youth guidance - social group activities, camping

c) Day Care Programs - for normal, retarded and special problem children

d) Family and individual services - unwed parents, alcoholism, home and house-keeper service, legal counseling, prison rehabilitation.

e) Health and Research - drug counseling, child care at Children's Hospital; Visiting Nurse Association, arthritis care, psychiatric care, maternity care for unwed mothers

f) Rehabilitation - curative workshop, handicapped training programs

g) Inner City Youth Serving Agencies (I. C. Y. S. A.) - providing work experience and training to disadvantage youth

7) United Community Services has established a 24 hour telephone information and referral service for anyone requesting aid or information pertaining to any of the 500 existing community agencies whether it is or is not associated with U. C. S. Call U. C. S.

8) Cost of service: on an ability to pay basis.

V. A. Emergency Care

1) Almost all cities have a private hospital or hospitals in strategic locations to provide 24 hour emergency care and/or referral.

2) Names of such institutions can be obtained from the local medical society or police department.

3) Costs: usually fee for service except at County or City Hospitals.

B. Health Centers

1) Number depends on the size of the community and monies available.

2) The type varies from child and maternity care to geriatric care.

3) Each community ususally has certain specifically oriented centers; e.g., Guadalupe Center for Spanish-American minorities; Cream City Neighborhood Program staffed by black physicians for medical care in the inner-city; People's Free Health Center.

C. Planned Parenthood Association

1) A national privately funded organization to provide information and service for medically approved techniques and methods of birth control and family planning.

2) Cost: ability to pay.

D. Underground Switchboard

1) Staffed by volunteer lay and medical personnel. Referral advice for maternity care, abortion and drug counseling.

2) No charge: voluntary contributions.

E. The Private Physician

The agencies and medical facilities presented were formulated with a sincere intent to provide quality health and ancillary services to a population segment that might otherwise be denied and deprived. Although the organizational structure is unnecessarily complex and often duplicative, the purpose is sincere and the service good. It is possible that the establishment of Regional Medical Councils as proposed by H.E.W. (Health, Education and Welfare) may simplify and consolidate existing programs. If not, they can serve as a single source of information to the individual requesting a particular medical or related one.

It is hoped that this presentation, albeit somewhat didactic, may give a semblance of order and reason to a confusing amalgam of available health services and agencies.

Natural priorities have been set for health services in our country with primary goals being increased access, moderate cost and improved quality. Whether these goals can be satisfactorily achieved is an open question and whether they will result in a decreased morbidity and mortality is debatable and must await later analysis.

Dr. Gordon F. Burgess, M.D.

MEDICAL RESOURCES & AGENCIES FOR CHILDREN of the LOW-INCOME ADULTS (PEDIATRIC RESOURCES)

The previously presented areas of health care for the adult are also available to our pediatric population. Therefore, to avoid redundancy and mere agency compilation, the presentation will attempt to focus primarily on the type of health services available and secondarily on the agencies responsible for the service. The areas discussed are present in the majority of urban communities in the United States, but the administering agencies have too much overlap and duplication.

A. Health Care

1) Emergency care available 24 hours a day at private hospitals located in every area of the city.

2) In-patient, out-patient and diagnostic services

   a) Children's Hospital: clinics staffed by volunteer private pediatricians; 8:00 a.m. to 11:00 p.m.; emergency care at all times.

   b) County General Hospital: 24 hour service from resident physicians with an attending pediatrician on call.

3) Centers:

   a) Guadalupe Center: volunteer pediatric clinic; Head Start Center for pre-school children; classes and activities for teenagers; information and referral bureau.

   b) Keenan Health Center: pediatric clinic

   c) Free Health Center: pediatric care for inner-city children

4) Pre and Post-Natal Care

a) Available at all county, city and community Health Departments.

b) Visiting Nurses Association.

c) Casa de Esperanza: serves mainly Spanish speaking persons. Also has a course of English as a Second Language.

Numerous other agencies offer such health services as dental care, nursing, equipment and supplies.

B. Child Welfare

1) Adoption: concerned county, city, community and religious agencies for the proper placement of children including "the Hard-to-Place" and handicapped.

2) Foster Care: placement of children in a good environment while home and parental problems are resolved.

3) Institutional Care: care and treatment for emotionally disturbed children, dependent children and those committed by the courts. Problems range from deliquency to severe mental disturbance. The agencies aid in re-educating the child and helping him to take a meaningful role in society.

4) Social Group Activities: a large and very active group of agencies varying from Scouts, Jewish Community Center to the Multiple Sclerosis Society serve many tens of thousands of children yearly. Attempt to develop and adjust children through crafts, recreation, community projects and day camps.

5) Child Day Care: in Milwaukee the administrative functions of several day centers were consolidated in the Day Care Services for Children Agency to increase efficiency and lower cost. Previous professional close to home care

for the children of low-income working parents. Also trains and hires low-income mothers to care for children in their own home and in the child's home.

C. Rehabilitation

Approximately fifty agencies offering services such as remedial reading, speech therapy, the deaf and correction of auditory difficulties, rehabilitation of the physically or mentally handicapped.

There are approximately 500 agencies in the Milwaukee area offering an amazingly diverse and efficient number of services to the child, adult and family. The United Community Services works closely with many of these agencies and maintains a 24 hour telephone information and referral bureau. The agency services are usually offered on an "ability to pay" basis; however, many are free and a few have a modest "fee for service".

All these agencies and their services are dedicated to help preserve the human race's most valuable asset -- its children. As we implement the medical environment so must we improve the total external environment in order that these children can develop and mature in good physical, mental and social health. Formation and funding of Health Service Agencies is popular and has made good health care available to children of the low-income family. However, the mere funding and establishment of health services is not enough; it must be paralled by and melded with improvements in pollution, nutrition, poor housing and education to achieve a worthwhile future goal. The physical, emotional and social health of today's child is the cornerstone of tomorrow's society.

In closing I would like to quote from Mr. Hugh Diwns keynote speech at the National Congress on the Quality of Life:

> "Whatever she is, I want my mother's body to be a fit factory for building my own. I want her mind to be free of oppression and able to want and care for me, and to love me as I will one day come to love her. Whatever race I am born to, for the sake of all races, I want my home to be secure enough that no feeling of hopelessness or myth of inferiority will be passed to me. Whatever schooling is available to me, I want the chance to learn what I will need to learn in order to grow. Under whatever kind of government I am born, I want equal justice under which I will forge my own freedom."

Dean P. Frederick Delliquadri

Outline of UTILIZATION of FEDERAL, STATE & LOCAL RESOURCES IN MEETING PROBLEMS OF PEOPLE

1. NATIONAL ORGANIZATIONS

   A. Federal Government

      1) Department of Health, Education and Welfare

         a) Social and Rehabilitation Service

         b) Social Security Administration

         c) Office of Education

      2) Housing and Urban Development

         a) Model Cities Programs

         b) Relocation and Housing

         c) Planning

      3) Office of Economic Opportunity

         a) Community Action Programs

         b) Headstart

         c) Legal Services

   B. National Programs

      1) Private Social Service Organizations

         a) Family Association of America

         b) National Travelers Aid

         c) Child Welfare League of America

         d) National Assembly for Social Policy & Development

         e) National Health Association

        - f) Common Cause
    - 2) Religious and Civic Organizations
        - a) Volunteers of America
        - b) Salvation Army
        - c) Organizations of Catholic, Protestant & Jewish Agencies
        - d) National Association of Aging

2. STATE ORGANIZATIONS
    - A. Department of Health and Welfare (Located in Capitol city - Programs)
        - 1) Aged
        - 2) Rehabilitation
        - 3) Blind
        - 4) Children (dependent, neglected, delinquent)
        - 5) Adults (welfare, correctional, employment)
    - B. Labor Departments and Employment Services
    - C. State Legislation - Governor's Office
        - 1) Legislative Interim Committees

3. LOCAL AGENCIES
    - A. Public
        - 1) County Welfare Departments and their programs
        - 2) Local Offices for Federal Agencies
            - a) Office of Economic Opportunity
            - b) Social Security
            - c) Model Cities

        - d) Health Department
        - e) Local School Boards

B. Private

    1) Community Chest Agencies
    2) United Community Service
    3) Council Planning groups
    4) Minority groups
    5) Civic and Philanthropic Societies
    6) Religious and other private endeavors

C. Influence of new legislation in Washington on the above agencies

    1) Welfare reform bills
    2) Comprehensive child development bills
    3) Federal Register
    4) Policy making and interpretation of legislation by the executive branch

Atty. Robert H. Friebert

SOURCES OF LEGAL COUNSEL FOR THE INDIGENT

The presentation will discuss various ways in which indigents can obtain legal assistance. The following organizations will be evaluated:

I. Legal Aid, Judicare and Public Defenders

Most of these programs are funded either locally or with O. E. O. monies. These organizations provide the bulk of representation for poor people. They are congested organizations due to the flood of litigation. Legal Aid and Public Defender programs provide counsel who perform their services for poor persons on a full-time basis. Under Judicare programs, an eligible person or family can retain counsel of their choosing from the private sector and the attorney will be compensated by the program.

II. Other O. E. O. Programs

Some communities have specialized programs which do not fall into the category listed in part I. These programs provide counsel for organizations in a community. An organization such as this is located in Milwaukee and is called Freedom Through Equality.

III. Tenant Unions

Much of the problem of poor persons involves landlord-tenant disputes. Many communities around the country now have tenant unions. Poor persons can join these unions and obtain legal assistance in these disputes.

IV. Consumer Leagues

Similarly, much of the problems of poor persons involves consumer difficulties due to door to door sales and other kinds of promotions. Some cities have consumer leagues which will provide legal counsel in these cases.

V. State Organizations such as the Office of the District Attorney, City Attorney or Attorney General

Some states have programs within the traditional prosecutorial offices which assist poor persons in legal difficulties. Wisconsin's Attorney General's Office assists consumers who are defrauded and most District Attorneys will entertain prosecutions for fraud in such situations. The availability of these offices and these prosecutions can often result in a resolution of the poor person's legal problem.

VI. American Civil Liberties Union

The ACLU will handle cases which involve constitutional questions of major importance. If the difficulty faced by the poor person is widespread and involves a wholesale taking advantage of the poor person's rights, the ACLU might be interested in the lawsuit.

VII. NAACP Legal Defense Fund Inc. of New York

This organization, like the ACLU, handles cases which affect the rights of minorities. Unlike the ACLU, this organization is based in New York City and they can be contacted to determine whether they would be interested in the case. Their interests run to both civil and criminal cases involving issues of widespread problems facing minority groups.

VIII. Local Attorneys

Every community has some local attorneys who will handle cases without fee. A list of such attorneys should be developed and they can be contacted to see if they would participate in any particular case.

IX. Defense Funds

In some situations, the difficulty faced by the poor person is so enormous and widespread that it attracts general public attention. In these situations it is feasible to establish a defense fund or an action fund to raise money to hire counsel to handle the litigation.

Professor Mary Lou Koran

CONTRIBUTION OF LEARNING THEORY TO EDUCATIONAL PRACTICE

The purpose of this presentation was 1) to explore the relationship between learning theory and educational practice, 2) to discuss a number of learning principles which are potentially useful in practice and 3) to illustrate how these principles might be applied under circumstances similar to those in which the present Institute members might be working.

The relationship between learning theory and educational practice is similar to that of any basic science and its technological application. While technology must respect theory, in that it cannot violate fundamentally established pricniples, theory never dictates technology directly. In the process of application, something more than theory is always involved. It is no different with educational practices, for these practices are multiply determined by educational objectives, financial resources, political philosophies, demands of mass education, etc. as well as by learning theory.

A fundamental aspect of the relationship between learning theory and educational practice is that while there is disagreement among learning theorists, quite frequently, it concerns the interpretation of a set of facts rather than the facts themselves, upon which all agree. For example, the effects of reward on learning may be interpreted in terms of reinforcement, contiguity or information. Although eventually, the correct interpretation might be important, it often makes little difference in terms of practical application. Thus while learning theorists may disagree, there are in fact a great many empirical relationships of practical importance upon which the theorists are in substantial agreement. Among them are the following:

1) The learner should be active rather than passive. "Learning by doing" is still an acceptable slogan.

2) Frequency of repetition is important in acquiring a new skill, and in achieving sufficient overlearning to promote retention and transfer.

3) Reinforcement is important. That is, repetition should be under conditions in which correct or desirable responses are reqarded as immediately as possible.

4) Generalization and discrimination suggest the importance of practice in varied contexts so that learning will be effectively retained and transferred to an appropriate range of stimuli.

5) New behavior can be facililtated through imitation of models, through shaping and through cueing.

6) Distributed practice is generally more effective than massed practice both for immediate learning and for long term retention, especially when the difficulty level of the learning material is high.

7) The whole method of learning is superior to the part method when the amount of learning material does not exceed the size of the practice unit that the learner can conveniently handle, and when continuity of meaning and uniformity of difficulty level are maintained throughout the task. When the opposite set of conditions prevail, the part method is most advantageous.

Following discussion of these learning principles, discussion centered around how they might be adapted and applied to learning problems of a particular subgroup of learners, in this case, culturally disadvantaged adults with language deficits.

Among the instructional implications of learning principles discussed for working with these individuals were:

1) Emphasis on experience in a wide variety of practical contexts in which learners may practice skills.

2) Selection of learning tasks consonant with the learners existing response repertoire.

3) Mastery and consolidation of all on-going learning tasks before new tasks are introduced.

4) Use of frequent and immediate reinforcement.

5) Use of structured sequential arrangement of learning experiences.

Miss Charlotte Martin

THE ADULT BASIC EDUCATION PROGRAM IN WISCONSIN

I. The Adult Basic Education Program within the State of Wisconsin:

In the State of Wisconsin the educational system is governed by two separate agencies, the Department of Public Instruction and the Wisconsin Board of Vocational, Technical and Adult Education. Wisconsin is one of a few states which has this unique educational structure. In 1965 the governor appointed the Wisconsin Board of Vocational, Technical and Adult Education the responsibility of administering the Adult Basic Education Program. The structure of the Vocational, Technical and Adult system will be discussed in detail as the unique aspects of each local program is presented.

II. Philosophy and Objectives of Adult Basic Education:

A. The philosophy of the Adult Basic Education Program is stated by the US Office of Education in the following quote:

> The investment a nation makes in developing human talent determines that nation's character. For a free society this investment may be the key to its survival.
>
> The planning process in a free society always involves the adult because he has the franchise. No technological tool can replace him or his ability to make judgements. Yet this nation has not emphasized lifelong learning for the adult decision making population.
>
> Some 24 million adults, 16 years of age and older, with less than eight years of education have been denied the opportunity to fulfill themselves achieve personal goals, and build into their living the values and aspirations of a free society. A meaningful work role for them is out of the question. The never learned the basic skills -- reading, writing and computing needed to get and hold a job. These people are made up partly of that segment identified as "hard-core unemployed adults," who help fill the welfare rolls. The relationship between these distressing situations and education is well established. Our nation has not placed priority on developing human potential. This is a fact of life, and an unpleasant one.

At this point in history, America cannot continue to forfeit human talent.

In a sense, ABE is an educational enterprise which can affect generations. The ugly fact is that most illiterate parents tend to rear illiterate or functionally illiterate children; but the more education an adult has, the more likely he is to encourage and inspire his children to profit from education. Our experience in America clearly indicates that a step ahead for parents is likely to mean four or five steps ahead for the children -- a great and rewarding increase in upward mobility.

These results show that the program of ABE has become one of the nation's positive investments in human resources and quite a bargain compared to costlier negative investments in public welfare for the rehabilitation of wasted lives. In addition to being a sound investment in human resources, ABE is an economic investment because it lowers unemployment, decreases welfare rolls, and increases national production and expands the tax base. Moreover, funds previously used to support the needy can be invested in teaching adults the skills required for the occupations of today and the future.

B. The following objectives have been established for the Wisconsin Adult Basic Education (ABE) 1970-1971 Program:

1. To place emphasis upon and provide education for the student who is truly disadvantaged. This emphasis will be directed toward adults who are unemployed or underemployed and disadvantaged racil or ethnic groups.

2. To continue, to provide assistance in developing on a local level, a curriculum which is relevant to student needs.

3. To develop an evaluation system, on the state and local level, for the ABE Program. This evaluation system will be designed to measure student progress and growth and overall program effectives.

4. To pursue for adaptation on the state and local level creative and innovative plans for teacher training, program development and research.

III. Teacher Training Within the State:

A. Objectives

1. Expand an awareness of the significance of ABE.

2. Develop bases for gaining fuller understanding of disadvantaged individuals and groups.

3. Increase the understanding of the unique and complex character of ABE and the requirement of individualized, coordinated and sequential work with disadvantaged adults and out-of-school youth.

4. Increase knowledge of related social services.

5. Provide closely coordinated training for teachers, counselors and supervisors.

6. Develop concrete schemes for integrating individual staff roles into production team efforts and initiate exemplary programs.

7. Increase technical competence of teachers, counselors and supervisors.

8. More effectively relate field practice and University study in ABE.

B. Programs designed to obtain teacher training objectives:

1. Enable Externe Program

2. Seminars, University credit courses

3. Special teacher training programs designed.

IV. Discussion of Local Programs:

A. The attached map shows the 18 Vocational, Technical and Adult Education districts in the State of Wisconsin. I will discuss with you some of the distinguishing features of the programs within each district. I have prepared in outline form, the geographical area served with a district, the population served and the name and address of the coordinator or supervisor. You may contact this individual if you want to obtain additional knowledge about the program.

B. Programs which will be discussed in detail:

1. Adult Learning Center - Kenosha
2. El Centro A ESL
3. Indian Programs

V. Professional Reading in Adult Education

A. Magazines

B. Books

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

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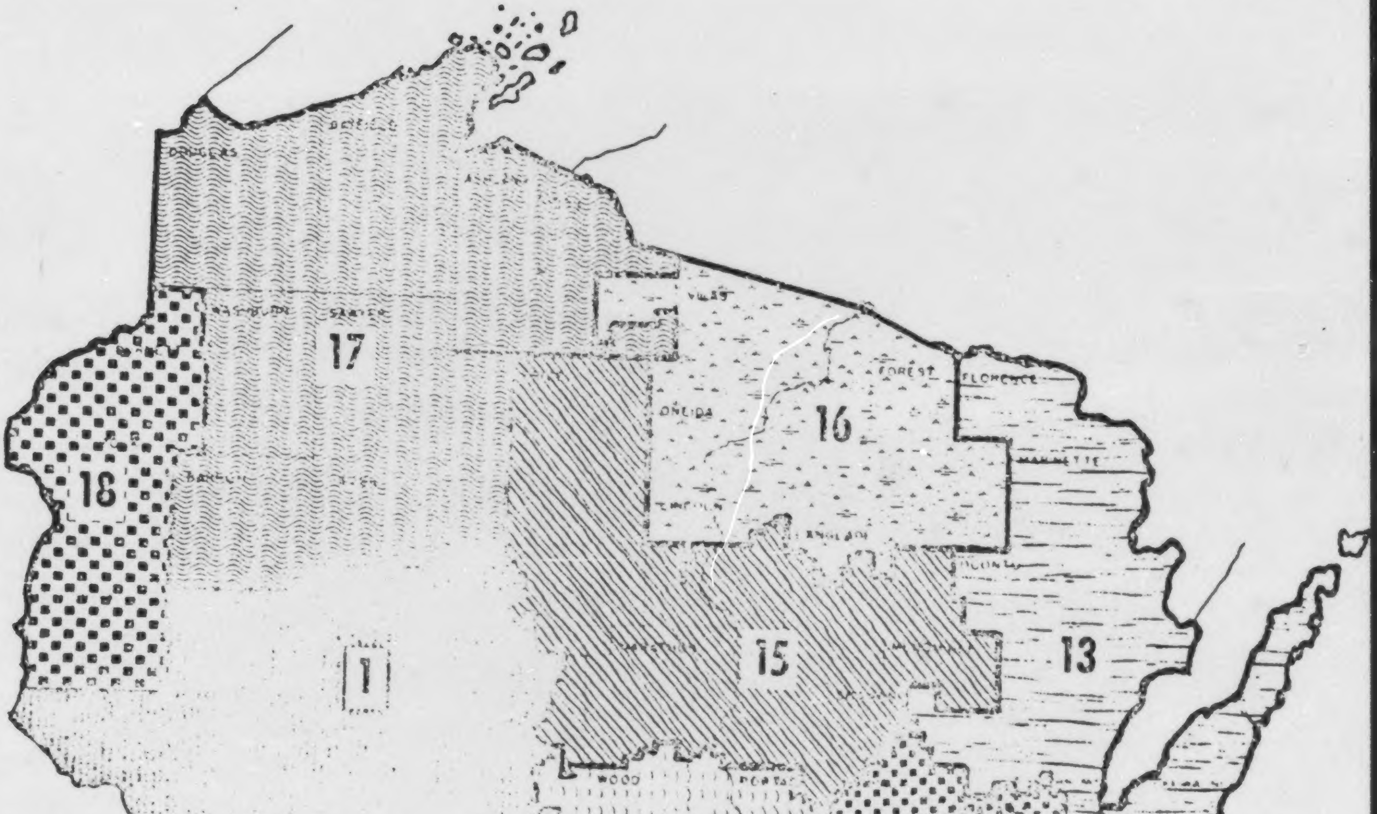
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WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS

APPROVED FOR OPERATION JULY 1, 1971

Professor John Zahorik

PRESENTATION SUMMARY OF ANALYSIS OF INSTRUCTION

The purpose of this presentation was to familiarize participants with instructional analysis and provide practical applications of it. Instructional analysis is a fairly recent education phenomenon. Prior to 1950 little was known about instruction on the behavior that teachers actually employ during the teaching-learning act. In the last decade instruction has been researched quite extensively and various research findings, analysis instruments, teaching theory and other products of the research are now available for teacher use. Awareness of research findings and self-analysis with one or more of the many analysis systems that exist could help teachers improve their instructional techniques.

The content of the presentation was the following:

1) The domain of instruction: defining terms
    a) Instruction
    b) Curriculum
    c) Orgnaization
2) Present state of instructional knowledge
    a) Lack of knowledge prior to 1950
        1) Curriculum
        2) Method research
        3) Teaching an art
    b) Knowledge since 1950
        1) Social - emotional

        2) Cognitive
        3) Affective
3) Flanders' Interactional Analysis System: an example of a social-emotional analysis instrument.
    a) Research
    b) Categories and matrix
    c) Applications of Flanders' System
4) Extension of Flanders' System
    a) Foreign Langage adaptations
    b) Questioning
    c) Developing
    d) Others

After presentation of the above material, a simulated teaching situation was carried out and the"teacher's" behavior was categorized and analyzed by the speaker using Flanders' System. The "teacher" and the "students" were Institute participants.

VI. 8. EVALUATION, FINDINGS and RECOMMENDATIONS
(Evaluator: Dr. Walter Zwirner)

The approach taken to evaluate the Institute paralleled last year's evaluation procedure. The results will be discussed under two headings: formative evaluation and summative evaluation.

Formative Evaluation

Testing progress, discussion with participants and staff, observations were conducted throughout the course of the Institute. Certain changes were made as a result of feedback by the participants. Tests were evaluated and returned immediately to allow the students and staff to adjust their program. One hour a day was set aside in which participants could meet with faculty to discuss problems. Overall it seemed that the participants felt free to discuss any problems they perceived with members of the faculty.

A questionnaire on the background of the participants was given the first day, then immediately distributed to the faculty to allow them to adjust their program. A copy of the questionnaire is contained in Appendix 4, exhibit #6.

Summative Evaluation

Summative evaluation was to be broken down into four parts:

1) Evaluation of the changes due to the classes (Linguistic, Cultural, Workshop and Microteaching).

2) Results of the final questionnaire.

3) Observations by the evaluator.

4) Results of a follow-up study in December.

The results will be discussed under the four topics listed above.

Test Results

The model to test change used last year was to be used also for this year's Institute. For this purpose, the workshop test developed during the 1971 Institute was given on the first day. It became quickly apparent that this plan could not be followed. The participants of this year's Institute were better prepared overall with a better educational background. Table I contains the test results of the workshop tests.

TABLE I
Workshop test results - mean scores

Group	Pre-test 1971	Post-test 1971	Pre-test 1972
ESD-B	15.0	18.0	17.3
ESD-S	15.8	16.07	16.1
EFL	15.6	19.4	17.4
Overall	15.5	18.0	16.9

After considering these results it was decided to construct items for workshops tests to be given at the end of the Institute. The previous test was considered too easy for this year's participants. The workshop test used is in appendix 4, exhibit #7.

A linguistics test was developed during the week preceeding the Institute by Dr. Di Pietro. The content was considered appropriate by the linguistics teachers. This test was to serve as both a pre- and post-test to measure change. Again it was found, see Table 2, that the test was too easy for this year's participants.

TABLE 2
Linguistic test - mean scores out of 30

Group	Mean
ESD-B	23.0
ESD-S	21.1
EFL	23.4

Items for new tests were developed during the Institute. The final tests used are contained in appendix 4, exhibits #8, 9, 10 and 11.

The results of the final tests were excellent as can be seen in Table 3 - Workshop test and Table 4 - Linguistics test.

TABLE 3
Final Workshop test - mean scores out of 30

Group	Mean	Standard deviation
ESD-B	24.5	2.5
ESD-S	23.7	2.7
EFL	25.2	2.9

TABLE 4
Final Linguistics test

Group	Mean	Standard deviation
ESD-B (30 items)	27.0	3.1
ESD-S (26 items)	21.5	1.9
EFL (26 items)	22.5	1.9

Both tests were item analyzed. As a result a new test, to be used as a pre-test next year, is to be developed. It became obvious that we will need to include items in the final test which can be piloted for successive years' tests.

A first attempt to evaluate the microteaching lessons by means of a test instrument was made. The test (see exhibit #12) was developed along the objectives of microteaching as used by the instructors. Although the interrater agreement was satisfactory, the test as it stands now needs to be revised. A possible observation schedule for classes in session should be considered.

Questionnaire

An open ended questionnaire (see exhibit #13) was given to each participant at the end of the Institute. The discussion of the results will be done by the structure used on the questionnaire. Overall, average evaluation, plus criticism will be described.

Linguistics Seminar

The linguistics seminar was generally rated as valuable and worthwhile (34 of 48). Only three participants felt that they did not gain any useful information from this part of the Institute. Suggestions to make the linguistics lectures more practical were made by a number of the participants. The last lectures were seen as being useful in teaching situations. Both instructors were lauded for their clear presentation and dedication.

Culture Seminar

Discussion for this seminar has to be broken down into the EFL and ESD-S, and the ESD-B groups.

Participants of the ESD-S and EFL groups offered criticism and suggested changes in content. Only six felt that the lectures should not be changed. Suggestions were made to study specific cases and to use material which is specifically aimed at adults.

The ESD-B group considered their seminar of great value, only one person rated the seminar worthless and of average value. The only recurring criticism was that the time alloted was too short.

Workshops

The discussion will be divided into two parts: ESD-S, EFL and ESD-B.

The participants of the ESD-S and EFL groups were overall satisfied. Only three of the 32 felt that the workshop had fallen short of its goals. Eighteen participants described the workshops as a valuable, entertaining experience. The only recurring criticism concerned the fact that the participants were not sufficiently involved during class.

In the ESD-B group only three participants felt that the workshop had achieved their goals. Seven felt disappointed. The major criticism concerned its relation to other parts of the Institute.

Microteaching

This part of the Institute was generally accepted as useful and valuable, only three participants felt that it added little to their knowledge and experience as teachers.

Suggestions for changes were made:

1) To reduce the time alloted.
2) To have microteaching spread throughout the Institute for each group.
3) To overcome the artificiality of the role-playing by some means or other.
4) To have the supervisory staff trained in TESOL.

Consultant Conferences

This was considered by most the part in which they would like to see changes. Approximately half of the participants had suggestions to make, all of these found one or more speakers to be of interest. Only five felt satisfied that the conferences added value to the Institute.

Suggestion included:

1) Afternoon conferences.
2) Nearly all wanted fewer than the eight required meetings.
3) Panel discussions.

Field Trips

Opinion about the field trips was fairly evenly spread from useful to "a poor way to spend an evening". The major suggestion was to make the trips voluntary, allowing smaller groups to attend the two centers and thus leading to closer contact with the center personnel.

Overall Evaluation

Only two of the participants felt that they had spent an unfruitful three weeks in Milwaukee. Forty-three expressed their appreciation and indicated that this had been a most valuable experience, very worthwhile their time and expenses, while three felt ambivalent.

Suggestions for other Institutes included:

1) Display of books and materials for ABE from publishers.

2) A preliminary questionnarie to ascertain some of the needs of the participants.

Follow-up Study

A questionnaire, to be sent out in December, will be developed, to ascertain the value of the Institute (1971 and 1972) for the participants. If funds are available, Institute faculty members will visit participants who work in the surrounding area near the home University of the faculty member. This will be done in order to ascertain whether or not programs, conferences or lectures have been started in the community where the participant teaches.

In terms of dissemination, follow-up will be achieved by attendance at the following conventions:

1) The AEA-NAPCAE Convention to be held in Minneapolis. A program will be presented on Saturday, November 18, 1972 at the Hotel Leamington. (Panel: D. Bartley,

G. Burgess, R. Di Pietro, J. Zuck, L. Zuck and W. Zwirner.)

2) The MLA Convention to be held in New York City. A program will be presented on Thursday, December 28, 1972 in the New York Hilton Hotel. (Panel: D. Bartley, R. Di Pietro, J. Jenkins and W. Zwirner)

3) Possibly the AERA Convention in February, 1973 will be attended.

Evaluator's Comments

The Institute proved a success. The participants, because of their better educational backgrounds proved interesting and challenging. Their comments are criticisms which were nearly all constructive.

Based on observations and the questionnaires the following recommendations are made:

1) Linguistics could be more applied, use of more examples fitted for ABE.

2) The Workshops should be more coordinated with the Linguistics Seminar and Microteaching to allow for development of teaching material, to be used in Microteaching and also to be available to use in their home communities.

3) Microteaching should be alternated with lectures. Time taken for Microteaching should be reduced to a maximum of three days for each group.

4) Participants should be encouraged to use languages unknown to other participants. This would remove the necessity of role-playing. Dr. Di Pietro's suggestion to have participants prepare five-minute lectures, to be taped and reviewed by the staff, should prove useful. The time thus saved could be used for the Linguisitcs or Culture Seminars.

5) There were too many Consultant Conferences slated this year. A maximum

of two a week would be sufficient. If field trips are required, only one Conference should be held during the same week. Through panel discussions the same material could be covered.

6) Attendance on field trips should be voluntary, with one field trip required.

7) The Culture section for ESD-S and EFL should be revised. More emphasis should be put on Cultural differences as exhibited by adults.

Overall then, in my opion, and supported by my discussions with the participants and by the evaluations, the Institute was worthwhile and a success.

VII. APPENDICES

VII. 1. DISSEMINATION

and

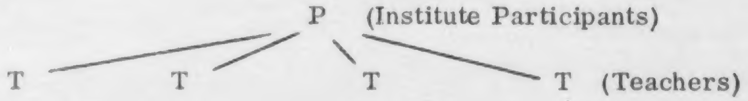
VII. 2. FOLLOW-UP PROGRAM

VII. 1. DISSEMINATION

Dissemination of information about our model program is essential if we are to reach as many interested educators as possible. Also, our specific wish has been to inform and hopefully affect those teachers in Adult Basic Education who are unaware of our program. To this aim, we have designed the following multi-faceted program for Institute dissemination:

1) Setting up a procedure for participant dissemination.

Each participant has been encouraged to set up community programs, lectures or conferences in order to retrain his colleagues and other teachers in similar programs where he lives. The dissemination of information from the participant takes the form of a tree diagram, with the participant as the focal point.



2) Attendance at National level professional Conventions.

The Director and Faculty of the 1971 and 1972 Institutes have participated in the following Conventions held in the fall and winter of the 1971-72 academic year in which the ABE-TESOL Institutes of the School of Education of the University of Wisconsin-Milwaukee was described as the model program for other programs to follow: American Council on the Teaching of Foreign Languages (ACTFL), in Chicago, November, 1971 (Bartley, Burgess, Di Pietro and McKay); and Teachers of English to Speakers of Other Languages (TESOL), in Washington, February, 1972 (Bartley, Burgess, Di Pietro, McKay, J. Zuck, L. Zuck and Zwirner). Invitations have been extended to describe the work of the 1972 Summer Institute at the following Conventions of the 1972-73 academic year: Adult Education Association (AEA), in Minneapolis, in November, 1972 (Bartley, Burgess, Di Pietro, J. Zuck, L. Zuck and Zwirner); the Modern Language Association (MLA), in New York, in December, 1972 (Bartley, Di Pietro and Zwirner); the Pacific Northwest Conference on Foreign Languages (PNCFL), on Orcas Island, San Juan Islands, Washington, May 4, 1973 (Bartley); and Teaching English to Speakers of Other Languages Convention (TESOL), in San Juan, Puerto Rico, May 8-13, 1973 (Bartley, J. Zuck and Zwirner). By attending these conferences the dissemination pattern and follow-up program have been expanded and will continue to be expanded.

For local dissemination see section on publicity (Appendice 3).

TESOL

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Sixth Annual Convention
February 26 - March 1, 1972
The Washington Hilton
Washington, D. C.

:00 - 5:00 P. M.
aturday, Feb. 26

Microteaching and Adult Basic Education - TESOL: A Model Program

International Ballroom East

Louis Zuck
University of Michigan, Dearborn

Diana E. Bartley
University of Wisconsin-Milwaukee

Gordon F. Burgess, M. D.
Columbia Hospital

Robert J. Di Pietro
Georgetown University

Maryann McKay
Stanford University

Walter Zwirner
University og Calgary

:00 - 6:00 P. M.

Follow-up and Individual Conferences on the Model Program

International Ballroom East

Joyce Zuck
University of Michigan, Ann Arbor

1972 national adult education conference

ovember 16-20
minneapolis, minnesota

The Adult Education Association of the USA

and the

National Association for Public Continuing and Adult Education

present the

1972 NATIONAL ADULT EDUCATION CONFERENCE

November 16–20
Hotel Leamington
Minneapolis, Minnesota

— Conference Theme —

"LIFE LONG LEARNING:
PUTTING IT ALL TOGETHER"

Event No. **Conference Events**

2:00 P.M.–5:00 P.M.

111 Correctional Institutions
Premiere Showing of the Documentary Film, -
"The College Level Program in Texas Department of Corrections."

John McCormick, Section Chairman, Lee College, Ba town, Texas

Roosevelt Roo

2:30 P.M.–4:30 P.M.

112 "Micro-Teaching and Adult Basic Education TESOL — A Model Program"

Chairman:
Professor Louis Zuck, University of Wisconsin

Introduction:
Diana E. Bartley, Institute Director, ABE-TESOL, Univ sity of Wisconsin

Use of Community Consultants:
Gordon F. Burgess, M.D., Consultant, Medical R sources, Columbia Hospital, Milwaukee, Wiscons

Demonstration of Micro-Teaching:
Joyce Zuck, University of Michigan

Language Factors of Adult Students:
Robert J. DiPietro, Georgetown University

Evaluation Procedures and Report of Results:
Walter Zwirner, University of Calgary

Jackson Roo

2:30 P.M.–4:30 P.M.

112A AEA Section on Aging

Presiding:
Earl Kauffman, Chairman, AEA Section on Aging

Speaker:
Arthur S. Flemming, Chairman of the Board, Whi House Post Conference on Aging

Curtis Rooms A, B,

3:30 P.M.–5:00 P.M.

113 Meeting of Appalachian State Directors of Adult Education

George W. Eyster, Director, Appalachian Adult Educ tion Demonstration Center, Moorhead State Unive sity, Kentucky

Jefferson Roo

1973 TESOL CONVENTION

TESOL

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

7th ANNUAL CONVENTION

PUERTO RICO

ADVANCE REGISTRATION

Caribe Hilton Hotel • San Juan, Puerto Rico

Wednesday, May 9 - Sunday, May 13, 1973

WORKSHOP NO. 1 (ESD) TOWER FUNCTION ROOM 3
PRIORITIES IN ENGLISH AS A SECOND DIALECT

Beryl Bailey, Hunter College
Carol E. Reed, Brooklyn College

Objectives:

(1) to explore in depth major attitudinal issues, as well as the crisis in the availability of classroom materials for effecting a second-dialect approach

(2) to involve educators, working at various levels in the educational process, in working out the educational priorities affecting the teaching of standard English skills to speakers of social dialects

Activities:
Issues to be discussed will be studied in advance by the participants who will prepare assignments which will be sent to them before the workshop. A set of recommendations dealing with the issues of the workshop will be developed.

Enrollment:
Limited to 30. Participants should have had some practical contact with the problems. (No novices please.)

WORKSHOP NO. 2 (ABE) OCEAN WING ROOM 438
APPLIED LINGUISTIC AND VIDEOTAPED MICROTEACHING PRACTICE

Diana E. Bartley, University of Wisconsin - Milwaukee
Robert J. DiPietro, Georgetown University
Joyce Zuck, University of Michigan
Walter Zwirner, University of Calgary

Objectives:

(1) recognize and analyze linguistic and cultural problems
(2) consider alternative solutions (videotaped microteaching practice)
(3) evaluate methods for the above

Activities:
An introduction will be given and then participants will be cycled in small groups from linguistics → to → materials → to → microteaching → to → evaluation.

Enrollment:
Limited to 30. Participants should be ABE teachers (or teachers of ESOL to young adults) who are in leadership positions.

WORKSHOP NO. 3 (ABE) TOWER FUNCTION ROOM 2
MODULARIZED CURRICULUM: ONE APPROACH TO THE PROBLEMS OF CONTINUING ENROLLMENT THROUGH MINI-UNITS

Robert Lee Smithton, Asian Newcomer Parent Program, San Francisco, California

Objectives:

(1) explore the concept of Modularized Curriculum
(2) explore how Mini-Units work
(3) explore how to adapt the working model to the participants' own teaching situation
(4) examine the beginning ESL materials that the Asian Newcomer Parent Program has developed which teaches English through community orientation

Activities:
After exploring each component outlined above, participants will react by (1) comparing/contrasting the models to their own teaching situation; (2) redesigning their own curriculum in light of the model, or redesigning the model in light of their own teaching situation; (3) evaluating both design and content of the models. Each participant will take away a sample of the materials and their design.

VII. 2. FOLLOW-UP PROGRAM

The follow-up program of the ABE-TESOL Institute formed a new and intrinsic part of the Institute. The purpose of the follow-up was to 1) afford participants the opportunity of giving the staff feedback on the participants' reactions to the different aspects of the Institute and the utility of various aspects of the Institute; and 2) through the device of the interview, to give the participants the opportunity to discuss any question or problem with the staff member or react in anyway to the staff member availing himself for the interview. The interviews were each given the flexible set of guidelines to follow. The flexible set of guidelines included a discussion of the materials of the Institute, evaluation of the training aspects and general reactions to the Institute.

The follow-up program was subdivided into two parts:

1) Mailed questionnaires - sent in early December. An example of the questionnaire follows this part of the report.

2) Individual interviews by staff and faculty.

Mailed Questionnaires:

A total of 146 questionnaires were mailed early in December, 1972. Of these, 55 questionnaires were returned. Fifty-one were available by February, 1973 and formed the basis of this analysis. The breakdown by Institute was: 34 participants of the 1972 Institute responded, 21 participants of the two 1971 Institutes responded. Thus the rate of response of the 1972 participants was excellent; and, the overall rate of response i.e. 55/46 was within accepted norms. The low rate of response for 1971 indicates that a year and a half is to long to wait for a follow-up evaluation. A number of questionnaires (8) were returned because the participants had moved without leaving a forwarding address.

Table I contains the average rating given by participants to the different parts of the Institute, as well as the standard errors of this average. Since no significant differences were found between responses of the three different Institutes the data was pooled, so that the responses are based on the returned 51 participants. As can be seen, the microteaching, workshops and linguistic seminars were rated highest and combined on the average as useful to very useful. The culture seminars were rated between average to useful, although closer to useful. The variation for this group was partly due to inter-seminar differences. Consultant conferences and field trips were rated as neutral; a large variation existed between respondents.

TABLE I
Mean Ratings

	Useless 1	2	3	4	Very useful 5
Linguistics				4.0	
Workshop				4.2	
Culture Seminar			3.6		
Microteaching				4.3	
Consultant Conferences		2.9			
Field Trips		2.9			

Table II contains the average ratings of five different parts in terms of publicity, background information, helpfulness of understanding, method and theory of teaching. The rating scale went from zero to two, indicating no use to useful. The highest ratings went to the workshops and microteaching on all aspects. Linguistics was rated high on all parts except the method of teaching indicating some lack of practicality in the presentation of the seminar. The culture seminar was rated average, consultant conferences and field trips were considered of average usefulness in the following categories relevant to them: 1) "providing background information" and 2) "helps in understanding people". A set of open-ended questions were administered in order to obtain information on activities related to the Institute which were like initiated or participated in since the termination of the Institute.

TABLE II
Mean Ratings and Standard Error of the Mean

	Practical - applicable to teaching	Provides background for present teaching	Helps in understanding people	Provides for better understanding of theory	Gives method of teaching
Linguistic	1.4 / .10	1.6 / .08	1.3 / .12	1.7 / .08	.98/.12
Workshop	1.7 / .09	1.6 / .10	1.3 / .12	1.4 / .12	1.5/.1
Culture Seminar	1.2 / .82	1.3 / .12	1.6 / .08	.85 / .13	.77/.14
Microteaching	1.7 / .03	1.3 / .12	1.3 / .12	1.3 / .11	1.7/.08
Consultant Conferences		.89 / .12	1.1 / .12		
Field Trips		.88 / .12	1.0 / .11		

A list of abbreviated responses for all questions follows:

Question 8 reads as follows: "Describe activities you initiated in which the summer Institute experience has helped in some way." A representative number of answers are included below:

-- Construction of a teacher's manual; and panelist in a workshop on ABE

-- Course on Black Culture

-- Microteaching for self education program

-- Participant in discussions on linguistic concepts such as pattern exercises and dialectic differences

-- Microteaching technique for training new teachers; initiated an in-service ABE workshop; dictionary forms; testing procedures and criteria

-- Conversational English class; train on contrastive analysis

-- Initiated an introductory course in linguistics

-- Consumer education program

-- Swap shop at a Spanish Center

-- Field trips

-- Flash cards for beginners; in class evaluations

-- Laubach Method

Question 9 reads as follows: "Describe activities initiated by others, in which you participated in which the summer Institute experience helped." A representative number of answers are included below:

-- ABE workshop; regional workshop; member of state planning committee for organizing a workshop; inter-centers visits

-- Information on migrant programs; task force leader

-- Collecting curriculum material; guest speaker on Institute; presentation on phonics and linguistics

-- Paper, "Increase Drill Patterns for Speakers of Black English"; participant in Black studies program; serves on Advisory Committee in ABE; compiled a handbook for teachers of ESL

-- Serves on an evaluation team

Question 10 reads as follows: "Suggestions for future Institutes." A representative number of answers are included below:

-- Cultural background on Indian, Eskimos; more practical work; earlier notices to participant with description of staff; advanced Institute for previous participants; teaching of reading; inter-participant discussion and exchange of experiences

Question 11 reads as follows: "In what ways were you able to share your Institute experiences with others." A representative number of answers are included below:

-- Report to press; sharing of materials

-- In-service training; consulting in ABE-TESOL

-- Microteaching demonstration; supervisor of teachers

Question 12 reads as follows: "Further comments."

-- All of the comments represented overall positive evaluations about the Institute.

FOLLOW-UP PROGRAM: INTERVIEWS 1972 Participants

PARTICIPANT	LOCATION	FOLLOW-UP VISIT	VISITOR	IMPLEMENTATION OF INSTITUTE TRAINING, IDEAS & MATERIALS
Balistreri, Ms. Lorraine	Milwaukee, WI	March, 1973	Dr. Burgess	Formed a panel discussion on: 1) ESL and 2) Phonics and reading Use of info. on medical resources
Burns, Ms. Jo Ellen	Racine, WI	March, 1973	Dr. Burgess	Created in-service training sessions for microteaching
Casey, Ms. Rosie	Ft. Collins, CO	November, 1972 & Arpil, 1973	Dr. Zwirner	Presented the film entitled "Solutions in Communication" to groups of teachers
Channell, Ms. Anne	Milwaukee, WI	March, 1973	Ms. Sazama	Gave an extensive in-service training at Opportunity Industrialization Center. on linguistics, culture and techniques of microteaching.
Corrao, Ms. Linda	Milwaukee, WI	March, 1973	Dr. Bartley	In-service evening with colleagues.
Cracchiola, Ms. Florence	Las Vegas, NV	December, 1972	Ms. Sazama	In-service training as place of work. Incorporated material of Institute.
Fenton, Ms. Helen	Indianapolis, IN	May, 1973	Dr. Bartley	Interview to take place in May.
Figueroa, Ms. Gregoria	Milwaukee, WI	April, 1973	Dr. Burgess	Has contacted other colleagues informally and is using materials in class.
Fiscum, Ms. Yvonne	Elkhorn, WI	April, 1973	Ms. Sazama	Created in-service training sessions for microteaching.
Khoshbariie, Ms. Gail	Milwaukee, WI	November, 1972	Dr. Bartley	Wrote an entire pedogogical grammar for use in ABE - EFL teaching in a foreign country.
Kluwin, Ms. Mary Bridget	Milwaukee, WI	February, 1973	Dr. Bartley	Continuing graduate studies towards a Ph.D. degree

INTERVIEWS - continued

Leen, Ms. Madonna	Chicago, IL	April, 1973	Ms. Sazama	Coordinated 3 seminars for ESL teachers: 1) cultural patterns (Spanish speaking); 2) methods & techniques; 3) use of microteaching as an evaluative process
Lui, Ms. Olivia	Kenosha, WI	March, 1973	Dr. Burgess	Created in-service training sessions for microteaching
Martinez, Mr. Eloy	Conejos, CO	April, 1973	Dr. Zwirner	Coordinator of ABE and Community Affairs for Project AET; utilized workshop material and films
Mar, Mrs. Ida Sue	Seattle, WA	May, 1973	Dr. Bartley	Interview to take place in May.
McEvilly, Mr. John	Milwaukee, WI	April, 1973	Ms. Sazama	Gave informal talk about what was done at Institute to colleagues. Shared microteaching experience.
Mildenburger, Sr. Elizabeth	Delavan, WI	April, 1973	Ms. Sazama	In-service training at St. Andrew's school. Had microteaching session for teachers from Racine, Kenosha, and Elkhorn.
Montoto, Mr. Gregorio	Milwaukee, WI	March, 1973	Dr. Bartley	Uses some aspects of training in new position as Associate Director of the Spanish Speaking Outreach Institute
Nussbaum, Ms. Mary	Alexandria, VA	April, 1973	Dr. Di Pietro	Developing materials for TESOL teaching & a teacher's manual for her program.
Orton, Ms. Vera	Aurora, CO	April, 1973	Dr. Zwirner	Uses principles from workshop in teaching army personnel wives
Parent, Mr. James	South Bend, IN	May, 1973	Dr. Bartley	Interview to take place in May.

INTERVIEWS - continued

Ptacek, Ms. Mary	Franklin, WI	April, 1973	Dr. Bartley	Held meetings with members of English Dept. ; use medical resource information.
Rocha, Ms. Grace	Wiggins, CO	April, 1973	Dr. Zwirner	Used films from workshops and culture classes in own classes.
Schaefer, Ms. Vera	Colorado Springs, CO	April, 1973	Dr. Zwirner	Ideas and general principles used in her classes involved in teaching of reading.
Shevach, Ms. Annie	Las Vegas, NV	December, 1972	Ms. Sazama	On leave from school, getting teaching certificate.
Torea, Mr. Fidel	Las Vegas, NV	December, 1972	Ms. Sazama	Held 2 in-service training sessions for teachers of ESL to native speakers of Spanish. Workshop also held in March.

Overall statements about the Institute were positive.

See exhibits 14, 15, 16 and 17 for samples of material produced by participants as a result of attending the ABE-TESOL Institute.

FACULTY OF EDUCATION / DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

December 8, 1972.

Dear ABE Participant:

Attached is a follow-up questionnaire which shouldn't take much more than 10 minutes of your time. I am asking your co-operation in supplying us with this information so as to allow for better planning of other institutes. Should you have other information, which might prove useful, please feel free to write me additional comments.

I hope you have had a productive time since attending the institute.

Wishing you a happy holiday season,

Sincerely yours,

Walter W Zwirner

Walter W. Zwirner,
Associate Professor.

WWZ/ec
Encl.

THE UNIVERSITY OF CALGARY / 2920 24 AVE. N.W. / CALGARY / ALBERTA / CANADA / T2N 1N4
AREA CODE 403. TELEPHONE 284-5651

FOLLOW-UP QUESTIONNAIRE

A B E Summer Institute (Milwaukee)

1. Name ______________________________

2. Institute ____________________________
date attended

3. Major occupation since attending the Institute ____________________________

____

4. Weekly hours spent on preparation for ABE teaching ______________________

5. Weekly hours spent on actual ABE teaching ____________________________

6. Use the following ranking system:

5 - very useful

4 - useful

3 - nuetral

2 - of little use

1 - useless

for judging the different parts of the Institute as you see it now:

	Useless 1	2	3	4	Very useful 5
Linguistics					
Workshop					
Culture Seminar					
Microteaching					
Consultant Conferences					
Field Trips					

Questionnaire-2

7. Judge, using Y - yes

S - some

N - no

the following aspects of the Institute as you see them now:

	Practical - applicable to teaching	Provides background for present teaching	Helps in understanding people	Provides for better understanding of theory	Gives method of teaching
Linguistics					
Workshop					
Culture Seminar					
Microteaching					
Consultant Conferences					
Field Trips					

8. Describe activities you initiated in which the summer Institute experience has helped in some way.

9. Describe activities initiated by others, in which you participated, in which the summer Institute experience helped.

Questionnaire-3

10. Suggestions for future summer Institutes.

11. In what ways were you able to share your Institute experiences with others?

12. Further comments.

VII. 3. PUBLICITY

VII. 3. PUBLICITY

Newspaper Coverage:

April 28, 1972
UWM Post (small article)

June 9, 1972
UWM News Release

June 13, 1972
Milwaukee Journal (small article)

June 21, 1972
UWM Post

June 30, 1972
UWM Newsletter

August 12, 1972
Mequon Squire

August 16, 1972
Milwaukee Sentinel

August 17, 1972
Mequon Squire

Televised Interviews:

August 1, 1972
Channel 12, WISN
Milwaukee, Wisconsin
6:00 evening news

August 2, 1972
Channel 12, WISN
Milwaukee, Wisconsin
7:00 evening news

August 2, 1972
Channel 6, WITI
Milwaukee, Wisconsin
12:00 noon news

August 21, 1972
Channel 4, WTMJ
Milwaukee, Wisconsin
Special Program
5:00 evening news

August 28, 1972
Channel 4, WTMJ
Milwaukee, Wisconsin
12:00 noon news

Radio Interviews:

July 26, 1972
WUWM
"Schoolmanship '72", 8:00 p.m.
Prof. Martin Haberman - host
Prof. Jacinto Jenkins - guest

August 9, 1972
WUWM
"Schoolmanship '72", 8:00 p.m.
Prof. Martin Haberman - host
Profs. Diana Bartley and Walter Zwirner - guests

August 16, 1972
WUWM
"Schoolmanship '72", 8:00 p.m.
Prof. Martin Haberman - host
Prof. Robert Di Pietro - guest

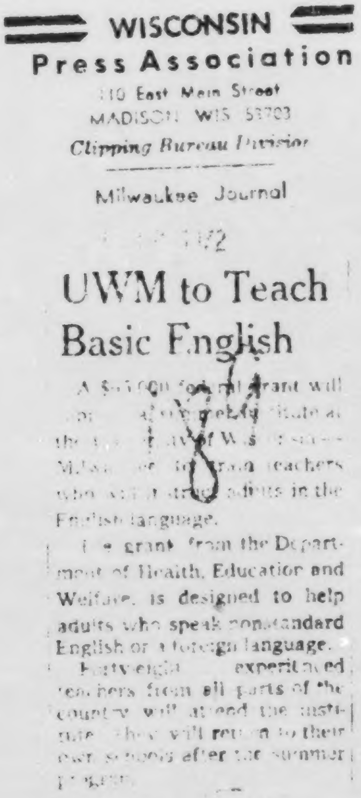
August 27, 1972
WISN
"Sound of Ideas"
Mr. Don Frelick - host
Prof. Diana Bartley - guest

Radio Interviews continued:

September 24, 1972
WISN
"Sound of Ideas", 6:00 p.m.
Mr. Terry Zimdars - host
Prof. Diana Bartley - guest

September 25, 1972
WISN
"Sound of Ideas", 8:00 a.m.
Mr. Terry Zimdars - host
Prof. Diana Bartley - guest

Newspaper Clippings:



WISCONSIN
Press Association
110 East Main Street
MADISON, WIS. 53703
Clipping Bureau Division

Milwaukee Journal

[illegible] 1972

UWM to Teach Basic English

A $65,000 federal grant will [illegible] institute at the University of Wisconsin—Milwaukee to train teachers who will instruct adults in the English language.

The grant from the Department of Health, Education and Welfare, is designed to help adults who speak nonstandard English or a foreign language.

Forty-eight experienced teachers from all parts of the country will attend the institute. They will return to their own schools after the summer program.

UWM POST
April 28, 1972

Adult ed program set

A program for Adult Basic Education teacher training will be held this summer, sponsored for the third consecutive time by the School of Education here.

It will be held between July 31 and August 18.

The $65,000 grant which funds the program has been awarded to Diana Bartley, assistant professor in the Department of Curriculum and Instruction, who is also responsible for establishing the program.

The basic aim of the institute is to train experienced teachers of adults who have the equivalent of eighth grade education or less and who are native speakers of nonstandard English or a foreign language.

uwm
news release

June 9, 1972 bl

SUMMER INSTITUTE IS SCHEDULED FOR ADULT BASIC EDUCATION TEACHER TRAINING

MADISON--A $65,000 federal grant will support a summer institute at UWM to train teachers of adults who have the equivalent of eighth grade education or less and who are native speakers of nonstandard English or a foreign language.

The University of Wisconsin System Board of Regents Friday accepted the grant for the University of Wisconsin-Milwaukee from the Department of Health, Education and Welfare. The Regents met in Madison.

Asst. Prof. Diana Bartley, Department of Curriculum and Instruction, will direct the institute, the third consecutive institute in English as a Second Dialect and English as a Foreign Language in the area of Adult Basic Education sponsored by the School of Education. The institute will be held from 8:30 a.m. to 4:30 p.m. July 31 to Aug. 18 in rooms in the UWM Engineering and Mathematical Sciences building.

Each of the 48 participants will teach a televised five minute lesson to a group of other participants. Through the microteaching method, the teachers will then watch the session on television. Other participants will offer constructive criticism to improve the teacher's methods and the lesson will be retaught.

The participants, who are experienced teachers from across the country, will then return to their schools to help train other teachers.

Seminars and workshops will be conducted by Professors Robert J. Di Pietro, Georgetown University; Louis Zuck, University of Michigan, Dearborn; Joyce Zuck, University of Michigan, Ann Arbor; Assoc. Prof. Richard L. Cummings, UWM School of Education; and Prof. Jacinto Jenkins, Sacramento State College of California.

Conference leaders and topics will include: Dr. Gordon F. Burgess, Chief of Obstetrics and Gynecology, Columbia Hospital, medical resources; UWM School of Social Welfare Dean P. Frederic DelliQuadri, social welfare resources; Prof. Arnold Mitchem, Director of the Educational Opportunity Program at Marquette University, education resources for the adult student; and Asst. Prof. Elaine

(MORE)

Bartel, individualized instruction, and Assoc. Prof. John A. Zahorik, interaction analysis (both are of the Department of Curriculum and Instruction).

Three institute sections will include participants who teach standard English as an alternate dialect for speakers of nonstandard, particularly Black nonstandard English; a concentration on English as a second dialect and language for Spanich speakers; and English as a second language for heterogenous language background groups.

# # #

The UWM Post June 21, 1972

Institutes to cover language, prob lems

Among the special summer institutes offered by the University are one to teach free college courses, one to train teachers for adult basic education and one for urban problems.

*****

The teacher training program will be supported by a $65,000 federal grant and is aimed at the teaching of adults who have the equivalent of an eighth grade education or less and who do not speak English.

Diana Bartley, an assistant professor in the Department of Curriculum and Instruction, will direct the institute. Sponsored by the School of Education, the institute is beginning its third consecutive summer session.

The institute will be held from 8:30 a.m. to 4:30 p.m. July 31 to August 18 in the Science Complex.

Each of the 48 participants, who are experienced teachers from across the country, will teach a televised five minute lesson to a group of other participants. Through the microteaching method, the teachers will watch the session on television and offer constructive criticism.

Several seminars and workshops will be conducted.

A second institute here is being sponsored by the Spanish Speaking Outreach Institute and will offer free college credit courses during the eight week program.

Courses are offered to all members of Milwaukee's Latin communities and began June 19. Taught by volunteer teaching assistants and students, courses will include: economics, history, sociology, psychology, chemistry and mathematics.

At the end of program, any student may take a short exam to receive the credit. Any student placing in the upper 50% of the exam will get three to six credits.

Prospective students should contact Pat Gomez at 672-4242.

The third institute offered here this summer will give five different views of urban problems.

Leon Schur, director of the institute said the views will be discussed through the team teaching efforts of an anthropologist, economist, geographer, sociologist and political scientist.

The institute on urban problems conducted for secondary social studies teachers, seventh through 12th grades, will be held here from Monday through Aug. 11. A $62,167 National Science Foundation grant will finance the institute. From more than 200 applications from around the country, 42 Milwaukee metropolitan area teachers were selected.

The Institute staff will be Schur, a professor of economics, and curriculum and instruction, and director of the Center for Economic Education; assoc. prof. James Flannery, geography, associate director of the institute; professor Warner Bloomberg, urban affairs; assistant professor Edward Hayes, political science; assistant professor Donald Kurtz, anthropology; and Marlin Tanck, who is working on a doctorate in the School of Education, staff educationist. Visiting guest lecturers will include other faculty members and officials from the community and government. Simulation games will also be used to illustrate urban problems.

"The course is for the non major," Schur said. "It's very difficult for the teacher to master wholly different disciplines in order to understand all of social science. We will teach methods of how to be objective and make a hypothesis. These methods should have a lasting impact on the teacher."

Started without funds last fall on a voluntary, experimental basis, the course continued in the spring semester when $8,213 was awarded the project from UW Central Administration as part of one-time grants supporting promising and innovative efforts for improving education. The project was one of five at UWM awarded funds.

The participants will divide into groups and each group will work on a written report on selected urban problems. Faculty members will be available for individual guidance.

The teachers, all from the metropolitan area of Kenosha, Milwaukee, Ozaukee, Racine, Washington and Waukesha Counties, will be eligible for stipends of $60 per week plus $15 per week for each dependent. Classes will be from 9 a.m. to 12 noon Mondays through Fridays, and from 1 to 3 p.m. Tuesdays, Wednesdays and Thursdays, in Bolton Hall, room 75 with eight hours of graduate credit awarded.

UWM
UWM
newsletter
UWM

June 30, 1972, Vol. 4, No. 4

REGENTS

ACCEPT $2,160,304 IN GRANTS FOR UWM

The total of $2,160,304 in gifts, grants and federal contracts accepted in June by the Regents for UWM includes:

$581,590 from HEW and HUD for facilities and remodeling projects.

$555,000 from Wisconsin Alumni Research Foundation, to Graduate School for fellowships, research and research facilities.

$119,500 from Irwin-Sweeney-Miller Foundation for School of Architecture consulting services.

✓ $65,000 from HEW for adult basic education project directed by Diana Bartley (Curriculum and Instruction).

Education Newsletter

May, 1972

SUMMER INSTITUTE - ADULT BASIC EDUCATION

The School of Education will sponsor a three-week Institute in English as a Second Dialect and English as a Foreign Language in the area of Adult Basic Education. The Institute will take place from July 31 to August 18, 1972. The basic aim of the Institute is to train people to teach adults who have the equivalent of an 8th grade education or less and who are native speakers of non-standard English or a foreign language. These experienced teachers are in supervisory or leadership positions and will be able to help train other teachers as a result of their attendance at the Institute. The Institute will be divided into three sections of 16 participants each:

Section I will be for participants who teach standard English as an alternate dialect to speakers of non-standard English (particularly Black, non-standard English).

Section II concentrates on English as a second dialect and language for speakers of Spanish.

Section III deals with English as a second language for heterogeneous language background groups.

UWM students interested in Teaching English as a Second Dialect and/or English as a Foreign Language will be invited to audit classes and observe microteaching techniques and procedures. If interested, please call Dr. Diana Bartley at 963-5385.

The Squire

Volume 16, No. 10 Thursday, August 17, 1972

PARTICIPANTS IN MICRO-TEACHING COURSES - The four people shown above read like "Who's Who" in the professional world. They're all taking part in the micro-teaching course being conducted at UWM under the direction of Dr. Diane Bartley, Mequon. From the left are Dr. Walter Zwirner, University of Calgary, Alberta, Canada; Dr. Joyce Zuck, University of Michigan, Ann Arbor, Michigan; Dr. Jacinto Jenkins, California State University at Sacramento and Dr. Robert DiPietro, Georgetown University.

Where English is a foreign language

She's force behind Institute

Trailing Diana Bartley for an afternoon is exhausting. Dr. Bartley, 203 W. Highview Dr., Mequon, is the energetic, enthusiastic force behind the Adult Basic Education teacher-training Institute now underway at UWM. An interview with her turned into an interview with an Institute--the consultants, teachers, students.

You quickly get the impression that the Institute is Dr. Bartley. Constantly attentive to details in a rush from one place to another, she is ever gracious to the men and women who have come together to pool their resources for a common effort---that of making the absorption into the English culture easier for those of different backgrounds.

Federally funded by a $65,000.00 grant the 3-week institute is in its third year, running from July 31 to Aug. 18. Established by Dr. Bartley, the Institute under the auspices of the School of Education, teaches English as a second dialect and English as a foreign language. The model program, the only one if its kind in the country, has received a national reputation.

Known as ABE-ETSOL (Adult Basic Education-Teaching English to Speaker of Other Languages) the Institute deals not only with linguistics, but with the entire spectrum of life as experienced by those not fluent in English. Teachers learn new techniques of teaching English to Nonstandard English speakers, or a foreigh language. Teachers also learn how to handle problems confronting these people; what medical services are available, where. legal resources and social welfare.

"The teacher becomes the focal point for the adult student who doesn't speak English," Dr. Bartley explained. He gains confidence in her and goes to her with his problems. The teacher must be equipped to handle them.

To fill this gap Dr. Bartley has assembled an impressive list of consulting specialists. Last year medical and social welfare were explored. This year legal and education resource material is also included.

The teaching technique involves the use of closed circuit TV with micro teaching, which brands the ABE-TESOL Institute as unique.

it builds on the theory of drill as a simple method of teaching. The teacher-student work to perfect their concept of micro teaching so by the time they return home they should be able to teach other teachers.

One idea is introduced. (this is a book) The information is reinforced. (repeat) Class participation (What is this? Ans: This is a book) The teacher cues her class, constantly asking for the single idea back from them. She encourages them to continue participating with a smile, a "well done."

Simple? Experienced teachers found much to criticize in each other's lessons.

Crossing a parking lot at a fast clip Dr. Bartley outlined the methods of advertising the programs and selecting participants. In her unique, articulate style Dr. Bartley explained that her office send out information on the Institute to the nine ABE regional heads. They disseminate the information locally. On her recommendation applicants are submitted and selected. This year there are 48.

Taking notes was not feasible, but Dr. Bartley, constantly the teacher, makes sure her listeners comprehend one point before moving to the next. Whether the idea of the Institute is an outgrowth of this previously developed style, or whether the style is an outgrowth of the Institute, left the reporter wondering. As with micro teaching she presented one idea, making sure it was understood before moving to the next point. She constantly reassures herself she is understood.

Dr. Bartley's enthusiasm seems to have permeated the entire Institute. Every minute counts in her hectic schedule, and the Institute itself seems to have an air of super concentration. Every minute of the three weeks must be utilized.

Dr. Bartley seems to thrive on it. She moves briskly without wasted motion. Petite, she looks more like a student than the director of a nationally known Institute. Passing a phone she stopped to check in with her office. Apologizing for the delay she explained that she had to keep up with her phone calls or things got too far ahead of her.

In addition to micro-teaching the Institute also has regular classes and conferences with the community consultants. There are three sections in the Institute. The first deals with standard English as an alternate dialect for speakers of nonstandard English. Section Two concentrates on English as a second dialect and language for Spanish speakers. The third deals with English as a second language for hetrogeneous language background groups.

Seminars in applied linguistics and language learning are also part of the set-up. The teachers will study the culture of the adult learner. According to one of the visiting professors, Dr. Robert J. DiPietro of Georgetown University, this is one area that has been sorely neglected. Non-English speaking people were formerly expected to learn the language without any thought to their particular ethnic background. This is what happened to the French in Louisiana, he explained.

"Bi-lingual is almost a bad word in this country," he said. "In Europe, Switzerland notable, people speak a variety of languages. It is a mark of education. "In this country bi-lingual often reflects the lower economic level." Bi-linguistis are generally those trying to change from one lture to another."

The innovation of this stitute, he maintained, is the e and consideration of the tive language of the students. is institute is an attempt to ucate the teacher in the ckground of the students. rmerly there was no empathy him.

Dr. DiPietro, who holds grees from State of New York *iversity; Harvard and Cornell,* ll be the United States presentative at the Third ternational Congress of pplied Linguistics in penhagen later this month. He ected a joint program in Spain teaching English at five iversities. He has lectured tensively in Europe and his ok, LANGUAGE RUCTURES IN CONTRAST, sed as a text for the Institute.

Dr. Bartley returned from a ture-taking session and the erview moved from her office Marietta House to convoy to Science building where ses were in session.

The faculty and staff read a Who's Who. There is Dr. into Jenkines, Calif. State iversity at Sacramento ofessors Joyce and Louis ck, University of Michigan, n Arbor; Professor Walter irner, University of Calgary, berta, Canada; Professor chard Cunnings, UWM.

In addition to the impressive ff are the community sultants from the Milwaukee . These include Dr. Gordon Burgess, Chief of OB and N at Columbia Hospital, who only counsels the Institute the medical resources available, but also serves as coordinator for the consulting group. He has represented the Institute at national conventions, Dr. Bartley explained.

Another consultant, Professor Elaine Bartel, 224 High Forest Dr., Cedarburg, offers a seminar in the area of individual instruction. She is assistant professor in the UWM *Dept. of Curriculum and* Instruction.

Later in the afternoon, after nearly three hours of constant rushing, Dr. Bartley finally sat for a few minutes in the UWM Union's Gasthous. Before she ate a snack, her lunch she explained, she put in another call to her office. She then talked about the format of the Institution. The first day is spent in registration. After that the three specialized areas split up. While Group 1 of nonstandard English is in microteaching orientation, the other two groups are in class. The second day group 2 is in microteaching and the other two in class.

Following the three orientation days the groups go into three days of regular microteaching sessions on the three-day alternating basis. Again, while one group has three days of micro teaching the remaining groups are having classes. Sessions last from 8:30 to 3:30 with a break for lunch.

Dr. Bartley is currently in the process of preparing the Grant Proposal for next year, which must be submitted by Nov. 1. "It is being typed now." she said. "The Grant is funded by the Bureau of Adult Vocational and Technical Education in the US office of Education in Washington. Dr. Bartley said. After double-checking with her office, she explained that this is under Title III, section 309 of the Adult Education Act, Public Law 91-230.

DR. GORDON F. BURGESS - Chief of Obstetrics and gynecology at Columbia Hospital, Milwaukee, who is one of the participants in the ABE-TESOL courses is shown above while speaking to students Thursday. He is co-ordinator for the consulting group.

I CLOSED CIRCUIT - Dr. Diana Bartley, UWM, is shown here as she spoke to teachers enrolled in the E-TESOL course. Using micro-teaching methods and closed circuit television, the course is one of the st unique in the country. Federally funded the program is in its third year.

Photos by John Ryno

Budgeting the $65,000.00 is a tremendous job, Dr. Bartley sighed. That money must cover consultant's fees, travel expenses for participants, stipends for students, housing, administrative costs, and teacher salaries.

Of the people she works with at the Institute, Dr. Bartley couldn't say enough. It is a delight, she said, to work with them. They are not only professional acquaintances, but personal friends as well.

The people in Washington with whom she deals also came in for praise. They couldn't be more cooperative, she agreed. "They make suggestions and we follow them because they are good suggestions. They are very supportive. The UWM School of Education has also cooperated to make the Institute increasingly successful, she said.

The teachers selected to attend the Institute are expected to return home and establish similar training sessions for ABE teachers in their communities. This year, Dr. Bartley said, there will be more effort at following up on how well the program is being implemented back home.

Dr. Bartley is an assistant professor at UWM and this fall will be conducting classes in English as a foreign language and English as a second dialect. She is associated with the Dept. of Curriculum and Instruction. This is also a teacher-training area. Her students, she explained, will be teachers who don't have bachelor's degrees, teachers continuing in graduate work, experienced and non-experience.

She received her doctorate in language education and applied linguistics from Stanford. "I wrote a grant proposal and received it." she said matter of factly about receiving the first Institute Grant.

The second Dr. Bartley in the family, husband Russell, is also an assistant UWM Professor. His field is Latin American History and he formerly served as an Institute consultant.

More willing to elaborate on other's accomplishments and skim over her own, Dr. Bartley noted that her husband had spent May and June in the Soviet Union. His specific research area is Soviet interpretation of Latin American History and his trip was aimed at setting up better ties between Latin American scholars there and their American counterparts. This was done under the auspices of the National Committee of the Conference of Latin American History of the American Historical Society.

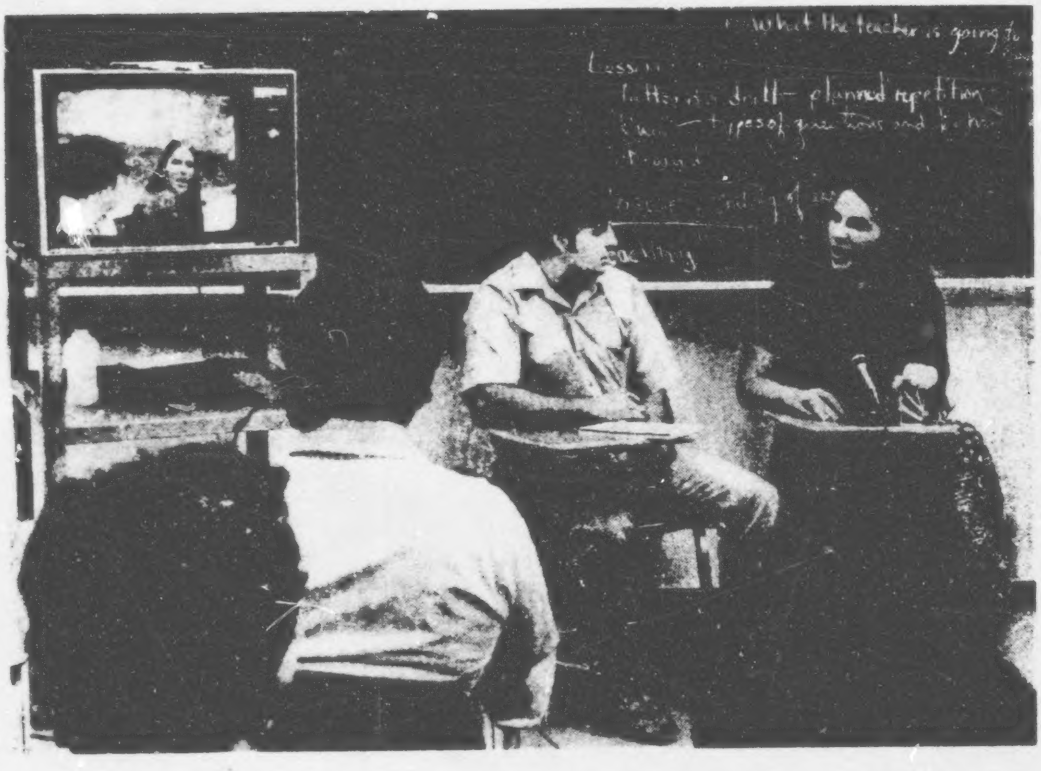
Running the Institute is quite an undertaking, Dr. Bartley admitted. There were so many details. Obviously thriving on the activity, she gave credit to everyone connected with the program. She would, though, she agreed, be happy to have a little respite in the fall when she could go back to just teaching and being a wife and mother to her small son.

"That's where I'm going now. Home to play with my little boy," she said as she prepared to leave.

That was destined to be short-lived however, because a medical conference with Dr. Burgess was scheduled in less than three hours.

MILWAUKEE SENTINEL

★ ★ ★ ★ FINAL WEDNESDAY MORNING, AUGUST 16, 1972



ACTING OUT THE ROLES of supervisor and English teacher in an Adult Basic Education class were Gregorio Montoto, 1224 E. Chambers St., and Mrs. Samuel Shevach, Las Vegas, Nev. They are participants in the Institute in Adult Basic Education at the University of Wisconsin-Milwaukee. Their role playing was filmed and played back on incircuit television so they could evaluate their techniques, a process called microteaching.

Sentinel Photo

English for Adults

BY MARY BETH MURPHY

A MAN WITH a newspaper tucked under his arm got on a bus. Anyone would assume the man was going to read the paper. That's the problem.

Too many of the "silent majority" don't realize this man and other adults like him are faking it. To them English is a foreign language which they can't read or speak.

"This whole problem has really been brought to light. Many people don't know that not speaking standard English is a problem," said Mrs. Diana Bartley, assistant professor in the department of curriculum and instruction of the University of Wisconsin — Milwaukee School of Education.

Mrs. Bartley is the director of the Institute in Adult Basic Education (ABE), which began July 31 and will end Friday at UWM. The institute is training experienced teachers of adults so they can better prepare other teachers of adults.

This is the third consecutive summer for the institute, which was established by Mrs. Bartley. It's the only program of its kind in the United States that focuses on training teachers of adults who have the equivalent of an eighth grade education or less and are speakers of nonstandard English or a foreign language.

The ABE teacher training project for 1972 has been funded for $65,000 by the Bureau of Adult, Vocational and Library Programs of the Office of Education, US Department of Health, Education and Welfare.

"WITH FEDERAL funding, we finally have begun to teach adults effectively," said Mrs. Joyce (Louis) Zuck, Ann Arbor, Mich., faculty member of the institute.

She said that some teachers of first and second graders during the day "teach adults at night with no idea how to teach adults." Mrs. Zuck, a lecturer at the English Language Institute and School of Education, University of Michigan, said there had been no appropriate materials for ABE students.

"We were using 'Dick and Jane' books," she commented. ABE students "were taught like children and made to feel like children."

She made it a point to distinguish between adult basic education and adult education. "The only similarity is you're dealing with people over 16 years of age."

The program deals with three groups of ABE students: Persons who speak a nonstandard dialect, generally called black English; Spanish speaking adults and adults who speak a foreign language other than Spanish.

"THEIR LANGUAGE and culture is just as legitimate as the next. We don't want to create a melting pot," Mrs. Bartley emphasized. "We want to create a co-ordinate bilingualism or bidialectalism. What is related to their culture we want them to maintain," she said.

Mr Bartley said "there is no such thing as illiterate." Almost everyone can communicate but the problem is to be able to communicate effectively in a given situation. "How can you run a gas station if no one can understand you?" Mrs. Bartley asked.

Although they understand standard English, many black adults speak a black dialect.

"WHO MOTHERS you?" is an example of black English, Mrs. Bartley said. The question in standard English would be "Whose mother are you?"

The director said that blacks tend to delete the final consonants. For instance the word "toll" would be pronounced "tow." The adult who speaks the black dialect would pronounce both words the same, creating a false homonym.

The institute does not want to do away with the black dialect. "The idea is to teach blacks an alternate way to communicate in a given situation expecting that they still will speak black English in their own society.

One of the 48 participants at the institute, Mrs. Bertie Rooney, Mobile, Ala., who teaches Spanish speaking adults and black adults, said she realized by attending the institute that she had been teaching her black adults wrong.

"I was trying to do away with their dialect . . . to eliminate it rather than extend their knowledge of (standard) English."

CARL LACEY, Atlanta, Ga., a black participant who teaches men for the State Board of Correction, said he aims to teach his students to speak enough standard English to last through a 30 minute job interview.

"I'm not teaching them to sit down and drink beer and talk with their relatives," he joked.

"Once you create a desire to learn, you can rechannel it through any other avenue you want," Lacey said. Once the ABE student gets a job, he then is motivated to learn more standard English to keep the job, he added.

IT'S MORE than likely that after an ABE student is on the job for awhile he will come to the teacher and say, " 'The guys get together for lunch, and they don't seem to understand me.' I say, 'Okay let's learn a little coffee break English,' " Lacey said.

The institute has re-emphasized "in my own mind" to relate learning English to concrete goals, said another participant, Mrs. David Channell, 2809 W. Highland Blvd., a supervisor of ABE and pre-vocational training.

During the institute, the ABE teachers are instructed in:

- Microteaching procedures using videotape equipment and incircuit television systems.
- Workshops designed to prepare classroom materials by applying the linguistic principles learned.
- Sessions on the cultural and linguistic background of standard English and nonstandard dialects.

AN INNOVATIVE teaching method, microteaching, has better enabled the participants to view their own teaching and supervisory techniques.

A participant acts out his techniques for teaching ABE students, played by other participants. This role playing is filmed and played back to the class, allowing the participant to evaluate his own techniques.

The institute's main goal is to train experienced teachers in supervision so they may be equipped to communicate their experience to the less experienced who are coming into the ABE field of English as a second language or second dialect.

The institute also brings in resource people from the community such as doctors, lawyers and other professional people.

An ABE teacher is more than an instructor to his adult students, Mrs. Bartley pointed out. He becomes their friend and adviser.

AN ABE ENGLISH teacher for six years, James Parent, South Bend, Ind., said students have come to him when they get a traffic ticket or need housing or when they need a doctor or dentist.

It is important in teaching ABE students to know about their culture.

Jacinto Jenkins, Sacramento, Calif., a faculty member, noted that some gestures that mean nothing to Americans are offensive to persons of another nationality.

One teacher at the institute discovered in a class on culture that a gesture she had been using unconsciously for years was sexually offensive to her Mexican students.

"YOU HAVE TO try to learn as much as you can about the culture and language of a class," Jenkins emphasized.

Vocal intonation can be misleading. Spanish speaking persons use intonation only in anger or fear, Jenkins said. Americans talk with much intonation and there could be quite a bit of misunderstanding on the part of the adult students.

Jenkins said it means a great deal to foreign students "to let them know you're interested in them. It pleases them for the teacher to say something in their language or to tell them he has tasted their food."

For a person of another culture to learn "enough survival English to live on" takes one to two years if the person stays with the program and most ABE students work hard.

Teaching English as a second language is slow and tedious, Jenkins said, but the reward for the teacher is great: "They're so appreciative!"

NEWS RELEASE prepared by Dr. Diana E. Bartley

MODEL PROGRAM FUNDED for SUMMER INSTITUTE

The nationally reputed model program for Adult Basic Education teacher training which was established by Dr. Diana Bartley and the School of Education will once again put into effect during the 1972 Summer Session. The School of Education of the University of Wisconsin-Milwaukee will for the third consecutive summer sponsor an Institute in English as a Second Dialect and English as a Foreign Language in the area of Adult Basic Education. One three-week Institute was held under the auspices of the School of Education during the 1970 Summer Session and two three-week Institutes were held during the 1971 Summer Session. The Institute will take place between July 31 and August 18, 1972. The $65,000 grant has been awarded to Dr. Diana E. Bartley, Assistant Professor, Department of Curriculum and Instruction.

The core of the model program consists of a microteaching cycle and the use of in-circuit television. Each of the participants of the Institute teach a five minute lesson to a group of participants and are televised in the process. After the lesson is over, the teacher watches himself on the television and through the use of constuctive criticism offered by the other participants he improves his lesson and reteaches it.

The basic aim of the Institute is to train experienced teachers of adults who have the equivalent of eighth grade education or less and who are native speakers of non-standard English or a foreign language. These experienced teachers who will participate are in a supervisory or leadership position in order that they might help to train other teachers as a result of their attendance at the Institute.

The Institute will be divided into three sections of 16 participants.

Section I - will include participants who teach standard English as an alternate dialect for speakers of nonstandard, particularly Black nonstandard English.

Section II - concentrates on English as a second dialect and language for Spanish speakers.

Section III - deals with English as a second language for heterogeneous (multi-ethnic) language background groups.

The three components which form the basis of the program are: 1) the seminar and workshop program, 2) the microteaching and 3) the conferences by community consultants.

1) The Seminar and Workshop Program. The sections will meet according to their respective fields. Seminars will be held in applied linguistics and language learning and in the culture of the adult learner. Workshops conducted by nationally known professors will be conducted in each of the three fields in order to afford every participant the opportunity of developing curriculum materials. Professors of national reputation attending are: Dr. Robert J. Di Pietro, Georgetown University; Dr. Louis Zuck, University of Michigan (Dearborn); Dr. Joyce Zuck, University of Michigan (Ann Arbor); Dr. Richard L. Cummings, University of Wisconsin (Milwaukee); and Dr. Jacinto Jenkins, California State University (Sacramento).

2) Microteaching: The Core of Teacher Training. Each group will partake in a four-day microteaching session. Each participant will be trained to teach and will be trained to teach other teachers through the use of in-circuit television. Technical skills of teaching developed by Dr. Diana Bartley and Dr. Robert L. Politzer of Stanford University will be emphasized. These technical skills form the core of the

teacher training program which is a practice-centered teacher training process.

The microteaching aspect of the teacher training Institute is the basis of what has designated the Institute as a model program.

3) Conferences by Community Consultants. Experts from the Milwaukee community and from the University community will offer seminars on a variety of subjects related to Adult Basic Education and to teaching English as a Second Language and teaching English as a Second Dialect. Seminars in the area of medical resources of the low-income adult and social welfare resources of the low-income adult will continue the pattern from the 1971 Institute. Dr. Gordon F. Burgess, Chief of Obstetrics and Gynecology at Columbia Hospital, will present the seminars on medical resources and Dean P. Frederick Delliquadri of the School of Social Welfare will present the social welfare resources seminar. Both acted as consultants during the 1971 Institute. Professor Arnold Mitchem, Director of the Educational Opportunity Program at Marquette University will lead a seminar in the area of education resources for the adult student. Dr. Elaine Bartel and Dr. John Zahorik, Department of Curriculum and Instruction will offer seminars in the areas of Individualized Instruction and Interaction Analysis, respectively.

The program of the Institute has been presented at various national conventions as a model program in Adult Basic Education-Teaching English to Speakers of Other Languages and Dialects (ABE-TESOL). The model has been included in professional journals in the form of articles. The program in one form or another is being incorporated by ABE Centers throughout the United States as a program for training local teachers in the ABE community.

FACULTY

Dr. Diana E. Bartley

Dean Frederick
Delliquadri (L)
Dr. Robert Di Pietro (C)
Mr. Fred Bartel (R)

Dr. Joyce Zuck
Dr. Gordon Burgess

FACULTY

Dr. Louis Zuck

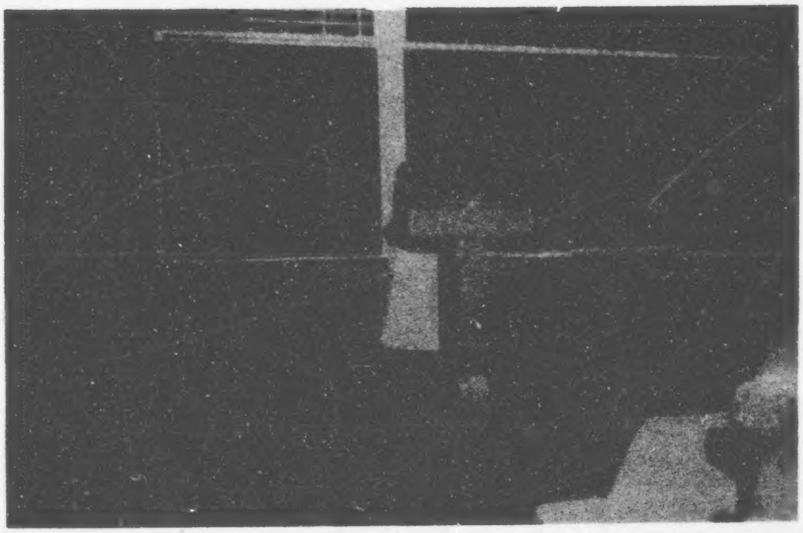
Dr. Walter Zwirner

Dr. Diana E. Bartley (L)
Dr. Richard Cummings (C)
Mrs. Richard Cummings (R)

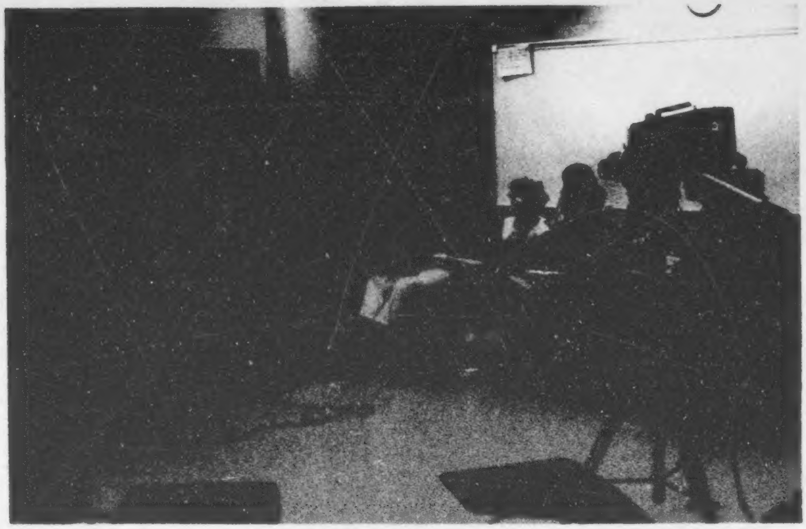
STAFF & CONSULTANTS

Dr. Jacinto Jenkins (L)
Miss Margaret Stanley (C)
Mrs. Susan Sazama (R)

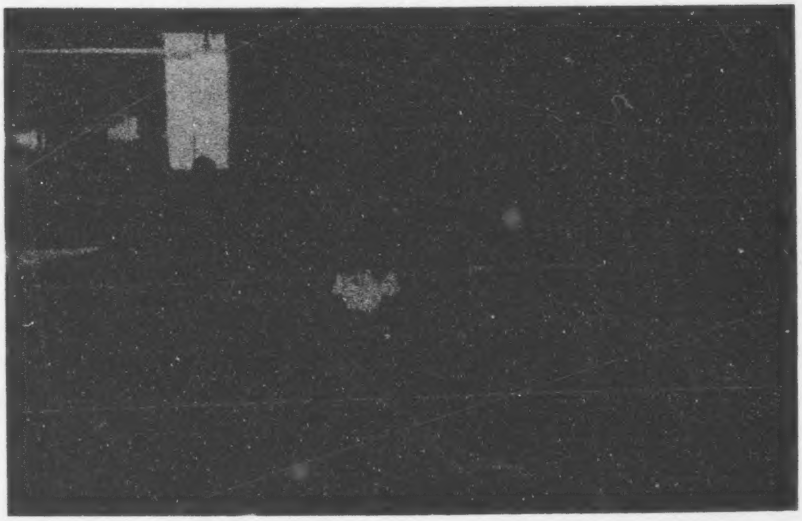
Dr. Mary Lou Koran



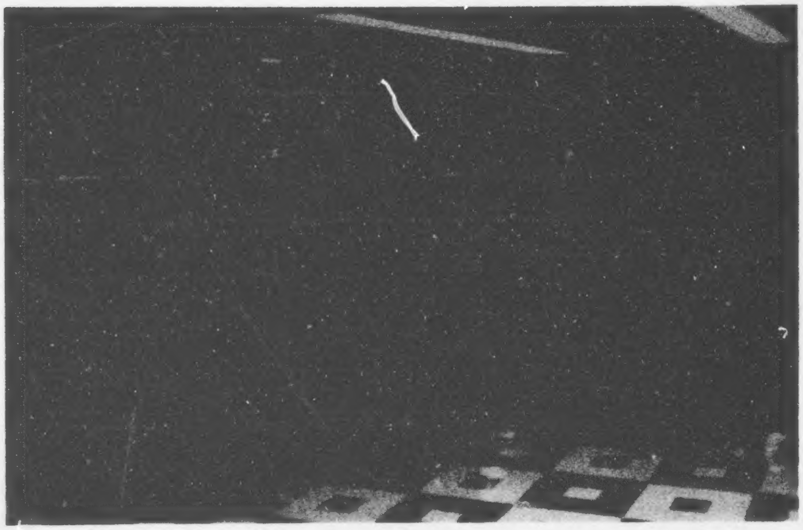
Dr. Elaine Bartel



MICROTEACHING SESSION



LOCAL TOURS



VII. 4. PARTICIPANTS

ESD
Black Group

Mrs. Jo Ellen Burns
1328 Illinois St.
Racine, Wis.

Mrs. Anne Channell
2809 W. Highland Blvd.
Milwaukee, Wis.

Mr. Robert C. Covel
861 Briarcliff Rd.
Atlanta, Ga.

Miss Florence Cracchiola
2646 Van Patten
Las Vegas, Nev.

Mrs. Yvonne Fiskum
340 W. Page
Elkhorn, Wis.

Mrs. Mary B. Kluwin
1524 E. Providence
Milwaukee, Wis.

Mr. Carl E. Lacey
2223 Lenox Rd.
Atlanta, Ga.

Mrs. Jean F. Martin
339 N. North Carolina Ave.
Atlantic City, N. J.

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3404 N. 39th St.
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Sr. Elizabeth Mildenberger
St. Andrew's School
707 Grove St.
Delavan, Wis.

Sr. Joan Muckerheide
926 S. 2nd St.
Hamilton, Ohio

ESD
Spanish Group

Miss Lorraine Balistreri
1120 S. 62nd St.
Milwaukee, Wis.

Mr. Terence Brattin
905 S. Center St.
Casper, Wy.

Miss Rosemary Casey
501 W. Mountain
Ft. Collins, Colo.

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Mrs. Grace Rocha
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ESL
Multi-Ethnic Group

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Miss Linda Corrao
2131 N. Summit Ave.
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Mr. Alfred d'Aliberti
2101 Belle Ave.
Lakewood, Ohio

Mrs. Margaret Durbin
1462 Kalani Kai Pl.
Honolulu, Hi.

Mrs. Helen M. Fenton
407 W. 46th St.
Indianapolis, Ind.

Mrs. Gail Khoshkbariie
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Milwaukee, Wis.

Mrs. Olivia Lui
3714 13th Ave.
Kenosha, Wis.

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3722 Reed St.
Ft. Wayne, Ind.

Mrs. Ida Sue Mar
4300 S. Snoqualmie
Seattle, Wash.

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Pearl City, Hi.

Mrs. Mary Nussbaum
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ESD
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Mr. Cleve Stokes
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Mobile, Al.

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Omaha, Neb.

ESD
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Mrs. Betty Vela
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Mr. Mario R. Vergara
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ESL
Multi-Ethnic Group

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Aurora, Colo.

Mr. James Parent
18835 Roekle Dr.
South Bend, Ind.

Mrs. Vera L. Schaefer
4302 Ridgecrest Dr.
Colorado Springs, Colo.

Mrs. Muriel Shaw
137 Manchester St.
Nashua, N. H.

Mr. Hector E. Villa
734 West St.
Dover, Delaware

VII. 5. EXHIBITS

Exhibit: 1

ABE-TESOL INSTITUTE

GUESTS

Date	Name	Address
8-2-72	Tom Tegarden Coordinator of Supportive Services State of Indiana	Division of Adult Ed 100 N. Senate Indianapolis
8-2-72	CHARLES T. HEIN Vocational Consultant Staff development for A.B.E	State Bd VTAE 137 E. WILSON. MADISON WIS 53716
8-2-72	Charlotte Martin Vocational Technical and adult Ed Consultant, adult Basic Education	137 E Wilson Madison Wis
8-3-72	Patricia Raab Mequon Squire Newspaper	330 N. Second Ave. Cedarburg, Wis 53012
8-3-72	John Pyne Mequon Squire + News Graphic	News Graphic + Mequon Squire 330 N. Second Ave Cedarburg. Wis 53012
8-4-72	Virginia M. Wilninski Curriculum Services, Area C Chicago Public Schools Consultant, TESL/BE	Office: Curriculum Services Area C 5025 N. Laramie Av. Chicago, Ill. 60630 (312) 282-927 Home 4900 N. Keeler Av. Chicago, Ill. 60630 (312) 777-0402
8-8-72	William C. Barrett UWM Intern Teaching Program	2920 N. Pine Hills Road #6 Orlando, Florida 32808 (305) 295-1369
8-9-72	Mary Beth Murphy Women's News Reporter	Milwaukee Sentinel

Exhibit: 2

ABE-TESOL INSTITUTE

GUESTS

Date	Name	Address
15-72	Carol Guagliardo Montgomery County Public Schools	2628 Woodley Pl. N.W., Washington, D.C. 20008
16-72	Mr. Eldon Schultz U.S.O.E. Reg V, Chicago	300 So. Wacker Dr Chicago, Ill. 60606
16-72	Dr Frank Grittner Dept. Public Instruction	126 Langdon Madison
8/72	Miguel Morales Box 290 Wes Station Wesleyan University Middletown, Ct.	→
	Bernard Mohan Dept. of Linguistics U.W.M.	4384 N. NEWHALL ST. MILWAUKEE.

Exhibit: 3

GUESTS

Name	Affiliation
Abraham L. Baine	C.I.C.
Lester [illegible]	[illegible]
Glenda Chelette	OIC

UWM THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201
SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

Exhibit: 4

August 18, 1972

This is to certify that ____________________ has attended the Adult Basic Education-Teaching English to Speakers of Others Languages (ABE-TESOL) Institute at the School of Education, University of Wisconsin-Milwaukee from July 31, 1972 through August 18, 1972, and has received an equivalent of three (3) units at the Undergraduate Level.

Diana E. Bartley

Diana E. Bartley
Project Director

Richard H. Davis
Dean

UWM THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION
PHONE: (414) 963-5385

Exhibit: 5

August 18, 1972

This is to certify that ______________________ has attended the Adult Basic Education-Teaching English to Speakers of Other Languages (ABE-TESOL) Institute at the School of Education, University of Wisconsin-Milwaukee from July 31, 1972 through August 18, 1972, and has received an equivalent of three (3) units at the Graduate Level.

Diana E Bartley
Diana E. Bartley
Project Director

Richard H. Davis
Dean

Exhibit: 6

THE UNIVERSITY OF WISCONSIN-MILWAUKEE

ABE-TESOL INSTITUTE 1972

BACKGROUND INFORMATION ON PARTICIPANTS

1) Name ______________________________

2) Circle one to indicate the group you belong to: ESD-B ESD-S EFL

3) Sex: male female

4) Age: ________years

5) University education? Yes______ No______

6) Highest degree ______________________________

7) Place of work ______________________________

8) Type of work ______________________________

9) Hours per week ____________

10) What is your native language? ______________________________

11) What is your ethnic background? ______________________________

12) What other language do you:

Read ______________________________

Write ______________________________

13) In which educational programs did you participate in in your community?

____

____

14) Do you teach a multi-ethnic group? _____. Define ______________________________

15) Did you participate in previous Institutes or Workshops? (list, giving name, place and dates)

____

____

____

16) Are you an ABE teacher or supervisor in this Institute? ____________________

INFORMATION ON 'YOUR' STUDENTS:

17) Minimum educational equivalent ______________________________

18) Maximum educational equivalent ______________________________

19) Language spoken by students (list if necessary) ____________________

20) Language written by students ______________________________

21) What do you consider are their main difficulties? ____________________

____

22) Economic 'estimated' situation of students:

poor fair good excellent

23) What do you expect to gain by attending the Institute? ____________________

____

____

Exhibit: 7

WORKSHOP TEST -- ABE-TESOL INSTITUTE 1972

Circle one to indicate the group to which you belong. ESD-B ESD-S EFL

NAME: ____________________________________

This is a true (T), false (F) type test for questions 1-15, completion test for questions 16-19 and a multiple choice test for questions 20 and 21. No penalty is given for guessing.

____ 1. The best measure of a student's ability to communicate in the target language is his ability to manipulate drills in the classroom.

____ 2. The ABE English Teacher must bear in mind that above all he is working to replace the student's language with standard English.

____ 3. Students cannot produce orally sounds they cannot hear.

____ 4. If two speakers of the same native language and same age, make different amounts of progress in learning standard English, it should be interpreted that one is trying harder than the other.

____ 5. The teacher can best determine whether or not a particular set of materials has been effective by asking the students if they enjoyed them.

____ 6. There is very little relationship between oral classroom drills and learning to read.

____ 7. The terms 'slang' and 'substandard' as they relate to language are synonomous.

____ 8. In English there are six vowel sounds (a, e, i, o, u and sometimes y).

____ 9. Most classroom drills are informal tests.

____ 10. The schwa sound (as in the a of sofa) is the easiest for the native English speaker to pronounce due to its high frequency of use.

____ 11. We should attribute the difficulties a person has in learning a second language or dialect, to a combination of physiological and nutritional deficiencies.

____ 12. In teaching English for communication, it is better to teach for phonemic accuracy rather than phonetic accuracy.

____ 13. The average teacher devotes more time to having the student learn how to answer questions than to having the students learn how to ask questions.

____ 14. Speaking and writing are active skills while listening and reading are passive skills.

____ 15. The 'th' sound in think is the same 'th' sound in they.

List the four basic skills of language use (16-19).

16.

17.

18.

19.

20. Using the numbers 1, 2 and 3, list the following tasks in order of probable difficulty for the adult language learner.

_____ identifying which sound is being used

_____ discriminating whether two sounds are the same or different

_____ producing the sound

21. Which of the following is not a short-term goal?

a. To be able to distinguish in writing between too and two.

b. To be able to fill out a job application form.

c. To be able to select appropriate dress for a job interview.

d. To be able to appreciate literature.

Exhibit: 8

ABE BLACK ENGLISH - WORKSHOP TEST

NAME: ________________________________

True/False

____ 1. A student cannot understand what he is reading if he cannot read the sentences correctly in standard English.

____ 2. Since language is always logical, there must be a logical reason to answer each student's question.

____ 3. We say language is for communication but this is only true of oral language.

____ 4. The fact that some people have different vowels in dog, log, frog and fog shows that they have not mastered standard English.

____ 5. We must teach standard English pronunciation of all the words we want the students to read before we ask them to read them.

____ 6. We are all divergent speakers of standard English - the differences being only of degree.

____ 7. A word has one 'best' meaning.

____ 8. A phonetic difference is the small sound difference which distinguishes between words.

____ 9. If a sound difference is phonemic in one language it will be phonemic in all languages.

____ 10. In trying to teach for accuracy in English, it is more effective to comment on the accuracy of a student's sentence than to comment on the content of it.

____ 11. One can easily determine the difficulty of a sentence by counting the number of words in it.

____ 12. Because language changes we should allow students to say anything they want to say and call it correct.

____ 13. If it is very hard to write a drill for some contrast, it may be that the contrast (sound, word or grammar) is not currently functional.

____ 14. The loss of lexical or syntactic items from a language makes the language harder to understand. We must teach more efficiently to prevent such losses.

____ 15. A person who is not literate in any language is more apt to rely on aural memory than visual memory.

____ 16. The main goal of the reading teacher should be to make the student aware that he can rely on expectations which he already has.

____ 17. A person's concept of his own ability to read (or lack of ability) often determines how successfully he will sample the readingselection.

____ 18. ABE teachers should always try to leave their lessons unfinished at the end of class to insure good attendance at the next meeting.

____ 19. The best grammar drills employ a minimum of vocabulary so that the student will not be distracted.

____ 20. There is a single standard English recognized throughout the U.S.

____ 21. We must distinguish between standard and formality?

____ 22. Most learning programs now available for adults were written by programers rather than content specialists.

____ 23. The teaching of standard English pronunciation is more important then the teaching of standard English grammar.

____ 24. The teaching of the third person singular ending on verbs should take precedence over teaching the possessive ending on nouns.

____ 25. Drills for habit formation are very important in second language training, but not necessary in second dialect training.

____ 26. There is very little relationship between teaching and learning.

____ 27. Enforced bi-dialectalism is impossible.

____ 28. Microteaching is a technique for teaching a small amount of material to a small group of people.

____ 29. In language teaching it is important to discover some non-verbal skill in which the learner excells and let him 'show-off'.

____ 30. The fact that we sometimes want to use a concept from another language when speaking standard English shows that we are, in part at least, coordinate bilinguals.

31. Consider all your experiences in this Institute both in class and outside of class. In a single sentence state the one idea which seems most exciting to you. Discuss briefly what relevance this concept has for you as a person or as a teacher.

Exhibit: 9

CURRICULUM WORKSHOP TEST
National ABE-TESOL Institute, Summer 1972

NAME: ______________________________

True or False

____ 1. Students cannot properly read aloud symbols of sounds which they have never heard.

____ 2. In teaching English for communication it is better to teach for phonetic accuracy rather than phonemic accuracy.

____ 3. Standard English has the highest degree of fit (sound-symbol correspondence) of the known languages of the world.

____ 4. Dictation when employed in an EFL, ESD or ESL class is most effective in testing the students' active knowledge of standard English syntax.

____ 5. EFL, ESD and ESL teachers should bear in mind that above all their mission is to replace the native language or dialect of their students with standard English.

____ 6. The backward buildup technique is of great value in the EFL, ESD and ESL class for teaching oral comprehension.

____ 7. Regressive assimilation can be said to mean that the sound upcoming will have certain effects on the sound being uttered.

____ 8. Someone who says Luke for look will also probably say pool for pal.

____ 9. There is no real value, except teacher satisfaction, in having EFL, ESD or ESL students learn the English alphabet in sequential order.

____ 10. The learning of dialogs should be secondary to the solid learning of normative (prescriptive) rule of standard English grammar in the EFL, ESD or ESL class.

____ 11. The lighted candle or match is an effective device for indicating to the student is he correctly voiced certain English sounds.

____ 12. The mirror is an effective device for teaching the EFL, ESD and ESL students the best way to produce the voiced quality of certain English sounds.

____ 13. Having the EFL, ESD or ESL student place his hand on his larynx in order to see if he is producing the voiced quality of certain English sounds, is a good teaching technique.

____ 14. A monolingual EFL, ESD or ESL teacher is somewhat at an advantage in understanding many of the linguistic and psychological problems of his or her students.

____ 15. Most modern linguists insist that speech is a reflection of the written system of the standard language.

____ 16. One of the most effective procedures for an EFL, ESD or ESL class during the first weeks of instruction in beginning standard English is to begin the class with repetition, first with individual student response, then progress to the small group response and then finally to the large group (the whole class) response.

____ 17. Teaching the EFL, ESD and ESL student through pattern drills until the response is automatic is an example of supersaturation procedures.

____ 18. Homonyms (bow-bough, blue-blew) are not troublesome for EFL, ESD and ESL students due to their Latin roots.

____ 19. A minimal pairs contrast drill is highly effective in teaching the historical linguistic aspects of standard American English.

____ 20. The compound bilingual is one who maintains separate meanings for concepts, objects or actions in either language. The coordinate bilingual develops the same meanings for translated equivalents in the two languages in which he is accustomed.

____ 21. The negative transfers (interferences) coming from the native language or dialect to standard English are identifiable, predictable, testable and therefore vulnerable to skillful teaching.

____ 22. In standard English there are basically six vowel sounds (a, e, i, o, u and sometimes y).

____ 23. The spoken language is an imperfect manifestation of the written language.

____ 24. Learning a language is, for the most part, learning the meaning of words.

____ 25. EFL, ESD and ESL teachers tend to concentrate on vocabulary development in their classes as this is the most difficult area for their students to acquire.

____ 26. A word means whatever a group of people make it mean.

____ 27. For the most part the relationship between the words of a language and their meanings is arbitrary.

____ 28. There is a distinct relationship between oral classroom drill and learning to read.

____ 29. An alternative to teaching by lexical lists is teaching vocabulary by context.

____ 30. The ability to pronounce a word in standard English is necessary to a proper understanding of the meaning of that word.

Exhibit: 10
LINGUISTICS TEST - ESD-Black

NAME: ______________________________

True/False

____ 1. Phonetics deals with the basic sound unites of language whereas phonemics deals with all the subtle variations of the basic sound units.

____ 2. Point of articulation has to do with the degree of obstruction associated with a given sound.

____ 3. All vowels in English are either voiced or voiceless.

____ 4. All consonants in English are either voiced or voiceless.

____ 5. Manner of articulation has to do with the degree of obstruction associated with a given sound.

____ 6. In Black English, the second consonant in a final consonant cluster can be dropped if both consonants in the cluster are voiced or voiceless.

____ 7. In Black English, the v sound is often substituted for the voiceless th at the end of a word.

____ 8. Some dialects of Black English do not have the contrasting forms of a and an.

____ 9. Because Black English drops so many sounds, the inventory of phonemes in that dialect is much smaller than in standard English.

____ 10. In Black English, it is not unusual to hear the plural of desk pronounced like the plural of nurse.

____ 11. Black English is inherently less logical than standard English.

____ 12. The various pronunciations of the -ed ending of regular verbs is phonologically conditioned in standard English.

____ 13. That aspect of grammar that deals with meaning is called surface structure.

____ 14. That aspect of grammar that deals with pronunciation or spelling is called deep structure.

____ 15. The phoneme-grapheme relationship of initial consonant clusters is better than that of final consonant clusters.

____ 16. The rules that apply to the distribution of inflectional endings are more general than the rules that apply to the distribution of derivational endings.

____ 17. There are many more inflectional endings in English than derivational endings.

____ 18. In Black English, one has the option of negating all indefinites in a sentence.

____ 19. For a Black speaker to say "We walks there every day" is known as hypercorrection.

____ 20. In some varieties of Black English, ain't corresponds to standard English didn't.

____ 21. The rule for the formation of direct and indirect questions in Black English are less regular than for standard English.

____ 22. The embedded clause in "For John to say that surprised me" is called a gerund clause.

____ 23. When an embedded clause is moved from the beginning of the main clause to the end of the main clause, we say the embedded clause is extraposed.

____ 24. In the sentence "My borther, he been gone a long time," we have an example of pronominal apposition.

____ 25. Most linguists would consider formal English better than informal English.

____ 26. Most linguists would consider slang a nonstandard variety of English.

____ 27. Most of the differences between standard English and Black English are qualitative rather than quantitative.

____ 28. Where standard English has "Is there a Main Street in this town?" Black English may have "Is it a Main Street in this town?"

____ 29. In the sentence "He nice," we have an example of copula absence.

____ 30. Final 'p', 't' and 'k' can be devoiced in Black English.

Exhibit: 11

LINGUISTICS POST-TEST

NAME: ___________________________________

Background Information:

a) Have you every had formal instruction in linguistics before taking this course? (circle one)

yes no

b) If you have, when was the last course you took?

19__

1) Which of the following is not considered to be an audiolingual skill?

a) reading
b) writing
c) spelling

2) Speaking is thought of as:

a) a deciphering skill
b) an enciphering skill

3) The most efficient writing systems are those in which the written symbols of a language are closely coordinated with its sounds.

a) true
b) false

4) Asking the students to respond to a question with a set of answers entailed by that question would be an exercise of the

a) substitution type
b) pattern transformation type

5) Parsing and translation exercises are favored by teachers specializing in audiolingual methods.

a) true
b) false

6) Language achievement tests may be unreliable because they are only partial reflections of the student's

   a) linguistic competence
   b) performance

7) The 'p' sound of the English word 'pin' may be released or unreleased.

   a) true
   b) false

8) The number of syllables in an English sentence may never be more than the number of vowel sounds in the sentence.

   a) true
   b) false

9) Because the sullabification of English words like 'coming' is indeterminate (being 'com-ing', 'co-ming' or 'com-ming'), English is said to have

   a) plus juncture
   b) muddy transition

10) The vocabulary of a language is part of its:

   a) surface structure
   b) deep structure

11) The expressions 'with pretty girls' and 'with wild abandon' in the sentences 'Herman always dances with pretty girls' and 'Herman always dances with wild abandon' bear ___a or b____ to the remainder of the sentences.

   a) the same functional relationships
   b) different functional relationships

12) The word 'John' in the sentence 'John hit Otto with an apple pie' is:

   a) the agent
   b) the objective

13) The expression 'with an apple pie' denotes:

   a) the instrumental case
   b) the location

14) The level of structure which is concerned with the patterning of the parts of a sentence is:

a) the deep structure
b) the surface structure

15) The level of structure which is concerned with the functions and meanings of a sentence is:

a) the deep structure
b) the surface structure

16) Speech protocols are:

a) devices to manipulate language
b) special rules of grammar

17) 'Masculine' and 'feminine' are:

a) generic categories of grammar
b) specific categories of grammar

18) An active sentence in English which contains both an agent and an instrument must have:

a) the agent
b) the instrument

19) The expression 'old men and women' in the sentence 'Old men and women were dancing' can have two interpretations: either the men were old and the women were not, or both the men and the women were old. Because of this, we say that the sentence is:

a) reduncant
b) ambiguous

20) The dorso-velar nasal of English has restricted use. It is found only in medial and

a) initial position
b) final position

21) The initial sound segment of three-member consonant clusters at the beginnings of words in English is always:

a) voiced
b) unvoiced

22) The initial 'r' sound of English words like 'wring', 'rung' and 'ran' is:

a) always rounded
b) never rounded

23) The greatest number of consonant combinations in English words is found

a) at the beginnings of syllables
b) after the vowel sound of the syllable

24) The interpretation of the structure of English by the adult basic learner in terms of the native language of the learner often leads to error. We say that this type of error is due to:

a) interference
b) deep structure

25) One way of showing the differences in meaning in vocabulary items like 'meat' and 'flesh' in English is

a) by determining the semantic features they share
b) by finding out how they are pronounced by native speakers of English

26) According to some experts, it is easiest to fall asleep

a) listening to a lecture
b) taking a linguistics exam
c) reading a book

Exhibit: 12
MICROTEACHING EVALUATION
ABE-TESOL Institute, Summer 1972

NAME: ____________________________________

Microlesson: ______________________________

The following coding is to be used throughout the rating:

0	not part of the lesson
1	very poor
2	poor
3	average
4	good
5	very good

Please write the number corresponding closest to your judgement about the success in achieving the listed objective for the lesson. If so desired parts of the whole tape will be shown again.

Objectives:

____ 1. Establishing set.

____ 2. Establishing appropriate frame of reference.

____ 3. Makes sure the class knows the kind or response required (repetition, rejoinder, questions, answers, etc.).

____ 4. Is the center of attention except in cases in which the nature of the activity dictates otherwise (e.g. chain drills).

____ 5. Maintains a balance of group and individual response.

____ 6. Rewards correct response by smile, gesture or word.

____ 7. Handles incorrect or nonstandard response in a positive manner.

____ 8. Models and drills basic material.

____ 9. Uses materials and subject matter for which the use of standard English is particularly appropriate.

____ 10. Provides variety of cues to elicit basic sentence.

____ 11. Elicits variations of basic sentence, e.g.

____ 12. Chooses the model sentence carefully so that the pattern being presented is clear.

____ 13. Uses appropriate visual materials and explanations to help set the pattern.

____ 14. Explains the mechanixs of new dirlls carefully so that students may know what is expected of them.

____ 15. Employs a variety of cues (pictures, words, gestures, phrases, realis, classroom environment).

____ 16. Employs an appropriate variety of drills (repetition, substitution, conversation, expansion, communication) and uses drills which employ or 'disguise' patterns practiced in normal communication situations.

____ 17. Uses overt contrasts between standard and nonstandard patterns as a teaching device.

____ 18. Provides sufficient opportunity for imitation and repetition through choral and individual responses.

____ 19. Makes sure of accuracy through frequent eliciting of individual response. Always acts as a model for correct standard English pronunciation.

____ 20. Is sensitive to the problems involved in teaching standard English as a second dialect when the nonstandard is the dialect spoken in the home.

____ 21. Shows awareness of specific pronunciation problems caused by interference from native speech habits.

____ 22. Is constantly alert to error and makes corrections when appropriate.

____ 23. Makes a reasonable and appropriate judgement as to what constitutes standard and what features of nonstandard are acceptable.

____ 24. Uses contrast between standard and nonstandard pronunciation as a teaching device.

____ 25. Contrasts standard and nonstandard in a way which makes it clear that nonstandard pronunciations are legitimate alternates in specific situations.

____ 26. Uses visual aids (charts, chalkboard, flash cards, pictures, overhead projector) for a variety of purposes.

____ 27. Uses visual aids (e.g. realia, pictures, drawings, etc.) as cues to support language activity.

____ 28. Uses visual aids to (a) make clear that the environment familiar to the student and his own experiences are an integral part of American Culture, and (b) to relate them to language activity.

____ 29. Uses visual aids of high quality and appropriateness for maximum effectiveness in teaching.

____ 30. Achieving closure.

____ 31. To what extent did the supervisor in the pre-conference discuss the relevant aspects of the lesson.

____ 32. To what extent did the supervisor in the post-conference discuss the relevant aspects of the lesson.

Exhibit: 13

EVALUATION QUESTIONNAIRE

Group membership (circle one): ESD-B ESD-S EFL

Your comments will be used as part of the evaluation of this Institute. Extensive, supported comments are appreciated. You are asked to comment first on the sub-sections of the Institute (Linguistic and Culture Seminars, etc.) then to give an overall evaluation. Give special consideration to the usefulness of the Institute for your future teaching in ABE.

1. Linguistic Seminar:

2. Cultural Seminar:

3. Workshop

4. Microteaching:

5. Consultants Conferences:

6. Field Trips:

7. Overall Evaluation:

Exhibit: 14

SELECTIONS OF MATERIAL PRODUCED AFTER THE INSTITUTE

by Dr. Harry Dennis (1971 Institute)

Terms and Techniques in Language Learning

Dialogue - The dialogue is a conversation between two or more people. The language represented is that of everyday speech used by average people in a natural situation.

The basic structures contained in the dialogue serve as models of authentic language patterns. When pupils are guided in the imitation, repetition, and variation of these patterns to the point of overlearning, speech habits are set. The ability of the pupils to manipulate language structure and to make automatic responses will result in oral fluency.

Adaptation of new learnings - Adaptation of new learnings is an expansion of the dialogue in which the elements of the dialogue are taken out and used in other situations.

The following activities are examples:

asking questions based on the dialogue
practicing a chain drill
relating lines of the dialogue to the pupil's own experience

Re-entry - In re-entry, material is systematically reviewed so that pupils will continue to use and to keep active previously learned items and structures. Re-entry includes commands, questions and answers based on familiar dialogues. Re-entry also includes review material used in a new situation.

Row response - The teacher calls on a row to answer.

Individual response - One pupil is called on to respond.

Single repetition - The teacher models the phrase or sentence. The class responds.

Double repetition - The teacher models a phrase or sentence. The class gives the response twice in quick succession. An example follows:

Teacher: Good morning. Class: Good morning. Good morning.

Chain drill - A pupil turns to the person next to him and asks him a question or gives a command. The second pupil answers and then directs the same question or command to a third pupil. This process continues as each pupil directs a question or command to the pupil sitting next to him. The teacher stops the chain drill by saying Thank you to the last pupil to recite. An example follows:

Mike:	Do you have a dog, Joe?
Joe:	No, I don't have a dog. Do you have a dog, John?
John:	Yes, I have a dog.

This type of drill should be done rapidly and is attempted after the lines have been thoroughly practiced with full- and half-choral response.

Directed Dialogue - The teacher asks one pupil to ask another pupil a question, to give a command, or to make a statement. Through Dialogue Five in the Grade Three through Grade Six section, the teacher will have to supply the exact utterance which the pupils are to use in their reply. In subsequent dialogues, the indirect question given by the teacher is to be converted to a direct question by the pupil. Several pupils should be called upon to fulfill the same commands. Much practice is necessary before this excerise can be done with ease. An example follows:

Teacher	Pupil
Ruth, ask Betty, "Do you want the pencil or the pen?"	Ruth: "Betty, do you want the pencil or the pen?"
Betty, tell her, "I want the pencil."	Betty: "I want the pencil."
Helen, ask Joe if he needs the yellow paper.	Helen: "Joe, do you need the yellow paper?"
Joe, tell her that you need it.	Joe: "Yes, I need it."

Reverse role - During pupil practice of a particular drill, the teacher may interrupt and direct a pupil to ask her the question or to give her the command so that she can make the response. This device, the reverse role, is used for the following reasons:

to give the pupils an opportunity to practice asking questions and giving commands
to allow the teacher to give the correct form or the correct pronunciation of the response
to allow the teacher to lengthen the eventual response by adding previously learned material.

An example follows:

Mike:	Do you have a brother?
Richard:	Yes, I have a brother.
Teacher:	Richard, ask me a question.
Richard:	Do you have a brother?
Teacher:	No, I have two sisters.

Pattern drills - A pattern drill is an exercise in the second language used to practice a basic grammatical pattern of the language by imitation, repetition, and variation of the pattern.

Types of Pattern Drills - Repetition: T: This is a circle. S: This is a circle.
Substitution: T: He is sad. (angry) S: He is angry.
Person-Number: T: John is my classmate. (Maria)
S: Maria is my classmate.
Number: T: Fidel has a circle. (three) S: Fidel has three circles.
Item: T: This is a triangle. (square) S: This is a sqaure.
Response: yes - no T: Are you John? S: Yes, I am.
No, I'm not.
Sentence completion: T: We're going on a ...
S: field trip.

Conversation stimulus - Conversation stimulus is controlled creativity in which pupils, under the guidance of the teacher, take elements from the basic dialogues which they memorized and redirect them into other situations.

Recombination narrative - Expressions, structure and vocabulary introduced previously are combined to form a short narrative.

Cultural narrative - Expressions, structure and vocabulary introduced previously are combined in narrative form to describe a situation that is typical of some segment of the second culture.

Utterance - An utterance is a word or a group of words which is often equivalent to a sentence in its use but does not always have the completeness of a sentence. Examples of utterances typical of conversation follow:

'Fine!" "Really?" "How about that!"

Exhibit: 15

SELECTIONS OF MATERIAL PRODUCED AFTER THE INSTITUTE

by Mrs. Mary Fischer (1971 Institute)

Mrs. Fischer helped develop a handbook for the Lincoln Technical Community College in Lincoln, Nebraska, entitled Teacher Guidebook for English as a Second Language.

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Dear Adult Educator:

This guidebook was developed for the purpose of providing direction to those educators and interested citizens who have an expressed concern toward improving the educational skills of foreign-born adults.

The Adult Education Division is proud to provide an opportunity for adults in this community to satisfy a desire to improve their educational level, to improve communications in the home, and for the opportunity of employment. By attendance in an adult class, many personal and social concerns can be satisfied. This effort by the adults in this community merits special recognition.

The procedures, methods and skills expressed in this guide have been provided from experienced educators who have a deep desire to continually evaluate and improve instruction. This guidebook is a result of this special effort.

We welcome your interest in Adult Education.

Cordially,

Curtis D. Sederburg, Supervisor
Adult Continuing Education

ACKNOWLEDGEMENTS and APPRECIATION

Special gratitude is due to the efforts of the following educators for their assistance and leadership in the development of this Guidebook.

Mrs. Mary Fischer, Adult Guided Studies	Teacher	English as a Second Language. Preparation and Development of this Guidebook.
Dr. Al Ditmer, University of Nebraska	Professor	Linguistic Skills Consultant
Mrs. Margaret Robinette, Adult Guided Studies	Teacher	Citizenship Education. Guidance and Instruction for Naturalization.
Miss Patricia Shelton, Adult Guided Studies	Teacher	Adult Guided Studies Consultant

Exhibit: 16

SELECTIONS OF MATERIAL PRODUCED AFTER THE INSTITUTE

by Mr. William McQuillen (1971 Institute)

Mr. McQuillen attempted to set up a Mobile Learning Center for the migrant workers in Twin Falls, Idaho. The following is a brief description of the proposed center.

MOBILE LEARNING CENTER

INTRODUCTION

The mobile learning center is designed to act as an intermediary between the target population and established service agencies. It will provide informational and educational services to people with special problems which prevent them from being adequately served by existing programs. It is felt that be bringing the services to the target population's doorstep, where they are among friends and on familiar territory, we can overcome many of the problems, fears and frustrations which prevent these people from using government offices. The learning center is not designed to replace any program, it is meant as a convenient point of contact which will help agencies extend their services to people not presently served.

STATEMENT of PURPOSE

The major objectives of the mobile learning center are:

1. Provide educational services.
    a. Act as an intermediary and prepatory agency encouraging students to enter standard educational programs.
    b. Provide basic education materials and instruction for adults.
    c. Provide materials for vocational studies in areas of special interest to adults.
    d. Provide tutoring for children who are now attending school but need special help.

2. Provide library and informational services
    a. Maintain book and magazine selection of interest to target population lend these books as regular library service.
    b. Refer individuals with special problems to specialists and agencies who may be able to help them.
    c. Collect information on special needs of the group. Make this information available to other agencies so that new and existing programs can be improved.

OBJECTIVES and METHODS

It is believed that the mobile learning center can overcome a number of problems by providing doorstep services right in the migrant community. The presence of facilities in the community will, in itself, provide a community awareness of the services available. It will not be "out of sight - out of mind". The facility will be on familiar terrain where the client is surrounded by his everyday friends and acquaintances. The facility will be run during the evening hours when the migrant is free to attend. It is hoped that an informal, friendly atmosphere will provide pleasant associations which will eventually help the student handle more formal situations.

The extent and scope of the program will be determined, to a great extent, by the target population itself. It is hoped that the center can become a meeting place for the discussions and solutions of problems which face the community. Special attention will be given to encouraging students to express themselves, particularly in the development of new programs and courses of study. Equipment will be available and students will be encouraged to use their skills in preparing their own film, tape and reading programs.

When information can be collected without people feeling that their privacy is being invaded, statistics may be compiled. Every effort will be made to initiate new programs if they are needed. Representatives of various service agencies will be invited to accompany the mobile van and answer questions when the students indicate a need. The program can be as moveable as its mobile housing.

Exhibit: 17

SELECTIONS OF MATERIAL PRODUCED AFTER THE INSTITUTE

by Mrs. Mary Nussbaum (1972 Institute)

At the moment Mrs. Nussbaum is developing with her colleagues a TESOL Teacher's Manual in Alexandria, Virginia.

TESOL TEACHER'S MANUAL

Proposed outline:

1. Materials (other than textbooks and tapes) necessary for each level:
   student check sheet
   teacher aids for each grammar point
   copy of grammar test
   copy of IML text test
   miscellaneous mimeographed lessons written by teachers (library, bank, etc.) with IML foremat of questions and answers
   miscellaneous aids (cross-word puzzles, verb lists, lists for the pronunciation of '-s' and '-ed', etc.)

2. List of basic materials and activities to be presented by teacher in the class:
   text book conversation, most of the period
   tape book practice in class--just enough occasionally to be sure all students actually repear and answer
   demonstrate once at the beginning of each class, one lesson with tape book and small recorder--also a few pages of the large tape recorded from the text
   grammar points for that level

3. Bibliography of good books for teachers:
   commercial texts (grammars, etc.)
   indications of which are available in AALEC
   for professional reading

4. Explanation, with charts, of scheduling.

5. List of the supplementary books students can use, with a copy of each check sheet available.

6. Samples of everything (other than already mentioned above) individual teachers have mimeographed.

TESOL
AN INDIVIDUALIZED STUDY PROGRAM

1. Students have as many different types of interests and needs as there are students. Our program will give them class experience and small group study, as well as individual study, progressing at their own speed and following their own interests. There is very little of the traditional classroom.

2. Charts three and four provide for review, not only for everyone, but especially for those:
   - new students who have missed part of a cycle,
   - who have been absent, and can pick up the missed material in a later class,
   - who may be embarrassed by not catching on to a new point quickly the first time presented. New points are first presented with only limited oral practice.

3. Each class is a continuing cycle, rather than a completed book, which is good for:
   - replacing drop-outs with new students,
   - unscheduled promotions,
   - open enrollment, such as ABE has.

4. Student check sheets (of grammar points) give the student:
   - an idea of what is going to be presented in each unit,
   - a sense of accomplishment as he checks off each point completed. Each point has two boxes to check, one for when it has been done in class, and one for when the student has used it in his own conversation outside class.